N.S. education report "defeatist" and "authoritarian", says CAUT

by Helen Baxter Bulletin Editor

The CAUT has added its voice to the growing opposition to a controversial report commissioned by the Nova Scotia government on the future of higher education in the province.

The report of the Royal Commission on Post-Secondary Education, released December 20, has raised a storm of protest throughout the academic community in Nova Scotia, as well as elsewhere in Canada.

University presidents, faculty and students have held emergency meetings to discuss the report, during which all of its key recommendations have come under severe attack.

At a meeting in Ottawa in February, members of the CAUT's Board of Directors voted unanimously to support the Nova Scotia Confederation of University Faculty Associations (NSCUFA) in its stand against the Royal Commission Report.

The Association approved a hard-hitting response to the Commission's report, to be presented to the Nova Scotia government.

It also agreed to authorize the spending of \$15,000 in support of NSCUFA's activities undertaken in response to the report.

Speaking in support of the strong CAUT position against the Commission's findings, CAUT President Ed Anderson ealled the report "a very frightening document", and one "with implications for all universities across Canada."

CAUT Board member Victor Catano (Psychology, Saint Mary's University, Halilax), in appealing for support from the national body, termed the Commission's report "narrow" and "provincial". Dr. Catano said that, while the report's 115 recommendations "do not appear so bad individually", taken together they present the picture of "a very regimented, highly centralized, state-controlled system"

Dr. Catano said the report earried an overall priority "to enhance the economic development of the state" and stressed labour market demands over the quality of higher education.

"While saying good things about a liberal education," the Commission actually demonstrated "a very reactionary view of the liberal arts," he said. Dr. Catano warned that, if the report were adopted, it would "give the government the mandate to do what has been done in B.C."

The report is the eulmination of three years of study on the part of the three-member Commission.

The Commission has drawn criticism since February 1983 when it was launched by then N.S. Education Minister Terry

See N.S. REPORT/9

The Nova Scotia Royal Commission Checklist of major recommendations

- the creation of the Nova Scotia Council on Higher Education, an autonomous provincial intermediary body with executive authority and discretionary powers over funding of the universities
- an increase in tuition fees so that students pay 50% of the costs of their instruction
- the abolition of the N.S. bursary program, to be replaced with a loan program
- the introduction of differential fees for out-ofprovince and foreign students
- the institution of university entrance exams, and a core curriculum in the liberal arts and basic sciences which must be completed before program specialization



Dal poll shows public support for universities

CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS ASSOCIATION CANADIENNE DES PROFESSEURS D'UNIVERSITÉ March/Mars 1986 Vol. 33, No. 2

Major review set for CAUT

by Ed Anderson CAUT President

Issues regarding the future direction of CAUT had top priority at the February 21-23 Board of Directors meeting. The annual Council, scheduled for May 13-15 in Ottawa, will be asked to undertake the first major review of the Association in almost a decade.

The Board recommended to Council that an external review committee be established with a mandate to review and consider recommendations concerning changes to the objectives of CAUT, its

organizational structure, the relationships between CAUT and its member local and provincial associations, and a fee structure and voting procedure that will facilitate achieving the Association's objectives. The three-person review compittee will be asked to complete the review by the February, 1987 meeting of the Board. It will be a major item on the agenda of the 1987 Council.

Other specific items recommended to Council for discussion by the Board include:

revision of the By-laws and fee formula based on principles that recognize



Ed Anderson See BOARD/12

Commission royale en N-E: L'ACPU dénonce le rapport

par Helen Baxter, Rédactrice du Bulletin

L'ACPU a ajouté sa voix à l'opposition grandissante que suscite un rapport controversable commandé par le gouvernement de la Nouvelle-Ecosse sur l'avenir de l'enseignement supérieur dans la province.

Le rapport de la Commission royale d'enquête sur l'enseignement postsecondaire, publié le 20 décembre, a soulevé une tempête de protestations dans toute la collectivité universitaire en Nouvelle-Ecosse et ailleurs au Canada.

Les recteurs, professeurs et étudiants des universités ont tenu des réunions d'urgence afin d'y diseuter du rapport, réunions où l'on s'est vivement attaqué à toutes ses recommandations clés.

Lors d'une réunion tenue à Ottawa en février, les membres du Bureau de direction de l'ACPU ont décidé, par un vote unanime, d'appuyer la Nova Scotia Confederation of University Faculty Associations (NSCUFA) dans son opposition au rapport de la Commission.

L'Association a approuvé un rapport incisif établi à titre de réponse de l'ACPU à la Commission et devant être présenté au gouvernement de la Nouvelle-Ecosse.

Elle est aussi convenue d'autoriser la dépense de \$15,000 à l'appui des activités par la NSCUFA en réponse au rapport de la Commission.

Défendant la position energique adoptée par l'AC-PU contre les conclusions de la Commission, le Président de l'ACPU, M. Ed Anderson, a dit que le rapport était "un document três effrayant" qui "touche toutes les universités du pays".

Un membre du Bureau, Victor Catano (Psychologie, Université Saint Mary's, d'Halifax), a dit, en faisant appel à l'appui de l'association nationale, que le rapport de la Commission revêtait un caractère 'bornè' et 'provincial''. M. Catano a ajoute que, même si les 115 recommandations dù rapport 'ne semblent pas être isolèment si mauvaïses'', elles constituaient

Voir RAPPORT/11

THE TEACHING DOSSIER

(after page 10)

DOSSIER
D'ENSEIGNEMENT
(après la page 10)

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Un examen de l'ACPU

par Ed Anderson, Président de l'ACPU

Les questions concernant l'orientation future de l'AC-PU ont primé à la réunion des 21, 22 et 23 février du Bureau de direction. Au Conseil, qui tiendra ses assises annuelles du 13 au 15 mai à Ottawa, il sera demandé d'effectuer le premier grand examen de l'Association depuis presque une décennie.

Le Bureau a recommandé au Conseil de charger un comité externe d'étudier des
propositions touchant les
changements à apporter aux
objectifs de l'ACPU, à son
organisation, aux relations entre l'ACPU et ses associations
membres locales et provinciales ainsi qu'à la structure
des cotisations et à la procédure de votation afin de
faeilliter la réalisation des buts
de l'Association. Le comité,
constitué de trois personnes,
sera prié de terminer ses

travaux d'ici à la réunion de février 1987 du Bureau. Cette affaire sera un article important à l'ordre du jour de la réunion de 1987 du Conseil.

Voici les autres questions que le Bureau a proposées au Conseil de discuter:

- ☐ la révision des Statuts et la formule de cotisation fondée sur le principe de la représentation selon le nombre de membres, y compris un maximum destiné à lumiter l'infuence et les cotisations de n'importe quelle association particulière.
- les modifications à apporter aux Statuts afin d'assurer un scrutin pondèrè dans le eas de toutes les résolutions de recettes et de dépenses; et
- un budget équilibré pour 1986-87, sans augmenta-

Voir BUREAU/12



CAUT Bulletin ISSN 0007-7887

Editor: Helen Baster Adscribling and Circulation: Liza Dubalme Published by the Canadran Association of University Teachers; 75 Albert Street, Suite 1001, Ottawa, Ontario, KIP 5E2 (613) 237-6885

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onnement annuel (monnaie can.); auda \$20; Etats-Unis \$25; autres pays mprimeur: Performance Printing.

a la rédactrice To the editor

Evaluating teaching

Chris Knapper's review (Nov.) of Roe & McDonald's book is a welcome contribu-tion to discussion of this topic. Not everyone, however, may agree with the suggestion, towards the end of the review, that research income, number of scholarly papers and ad-ministrative functions should be counted as indicators of teaching ability. There are a number of sources of informa-tion that relate to teaching ability in ways that seem more germane than these three. Moreover, these other sources are, for the most part, either relatively objective (in the sense that documentation is involved), or involve persons other than the academic being assessed, as the following brief review may indicate.

The most obvious source of information is student course evaluation. As this source tends to be a somewhat contested one, let's just mention it here. Next comes the

academic's involvement in self-directed, on-going learning about teaching. Some in-dicators of this are: workshops on teaching methods attended; utilization of the services of the campus program for teaching and learning; in-depth acquaintances with the newer approaches to teaching (such as andragogy); a grow-ing ability to use an increasingly wide range of teaching aids and approaches, so as to accommodate the variety of stu-dent learning styles.

Next might come develop-ment of teaching resources. Some indicators: production of manuals or the like for the academic's own courses; development of teaching instruments (cases, simulations, role plays, and so on) for these courses; building-up of library resources (especially in the form of collections of articles etc. on reserve) for these courses; development of projects, plus related resources, to facilitate discovery learning in courses, and clear evidence of improvement, over time, in course outlines designed.

Next might come initiatives in course or program development. Some indicators: new courses instituted (and major re-designings or up-datings of older courses); new programs set up (these could be case programs), and, maybe, evidence of keeping up with new

technological developments, where relevant (in many departments, currently, an academic without some computer skills isn't credible to students).

Written work pertaining to teaching issues obviously has a place. Some indicators: published articles, reviews and published articles, reviews and teaching instruments (this would, obviously, include computer software). Also worthy of consideration are invitations to lecture on topics related to instruction. Such invitations might come from the academic's own campus, under the aegis of the program for teaching and learning or that of student services or the like. Invitations might also come from other universities, or from professional associaor from professional associa-tions, or from conference chairpersons. Consulting (whether by visit or by cor-respondence) on matters of course design or instructional method could also, possibly, come under this heading.

It seems reasonable to in-clude administrative work related to provision of improved teaching services in the assessment. Under this heading could come service on the committee of the program for teaching and learning, or on the committee involved in improving facilities for part-time students, or on that directing the programs staged by

CENSURED ADMINISTRATIONS The following university administrations ere under CAUT censure:

President and Board of Governors UNIVERSITY OF CALGARY (1979)

President and Board of Regents MEMORIAL UNIVERSITY OF NEWFOUNDLAND (1979)

The CAUT Council recommends that faculty members not accept appointments at censured universities. Advertisements for vacant positions are not carried in the *Bulletin* for universities under censure.

student services to improve student study habits and the

Perhaps an appropriate note and criterion to end on though undoubtedly readers will think of other criteria than those mentioned here - might be teaching awards, on or off the academic's home campus. In the nature of things, few academics will hold (m)any of these. But evidence of having made the short list is an in-dicator of meritorious teaching; and a fair number of good teachers may well be able to muster such evidence.

As Chris noted, the only person who can realistically be expected to produce documentary evidence of matters which are as diverse — and, in many cases, personal — as this is the teacher her- or himself. In

most walks of life nowadays the accepted means of substantiating such expertise before boards of assessment is the portfolio - Chris' teaching dossier. (Videotapes are being used in academe, so far anyway, only by student athletes bent on acquiring scholarships.) If one has some kind of set of categories such as the above indicators, and a little lead time, building a teaching dossier is a relatively easy, if — as Chris observes — somewhat irksome, thing to do. Such dossiers are probably a prerequisite, as Chris again observes, if we are going to be serious about assessment of teaching.

> Tom Carney. Communication Studies, University of Windsor.

Defining terms

Recently (1986) 1, as part of a random sample, was asked by a Department of Education Administration of a western university to respond to a 100-item questionnaire. It was concerned with "financial constraints" and its effect on daculty morale, faculty productivity, and in general the faculty's socio-economic status. In addition it wished to ascertain faculty attitudes

toward proposed solutions of the financial crisis said to con-front higher education. Cogent to this situation, and reflective of faculty mood, was the recent (1985) action of Oxford University (U.K.) not to grant M. Thatcher an honourary degree because of her implementing cuts in financial aid to secondary education. To the extent that the present questionnaire is concerned with this important issue - good; to the extent

that it involves an ambiguity in communication as well as a hidden assumption — not so good.

The communication problem resides in the meaning attributed to the word "univer-sity." Too often in encountering such phrases as "the university said..." or "the university claimed..." the existence of two discrete entities is implied — Administration and Faculty. It is just such an interpretation, with the two in confrontation, that is sug-gested by item 51 when it asks the respondents' agreement or disagreement with the pro-position that the university 'negotiate a freeze on faculty members' salaries." It is true that in many items this dichotomy is not present, but it is this very uncertainty which would cast doubt on conclusions.

The covert assumption is that the size of the financial 'pie" is static or shrinking. If this depressing scenario is so, one might be called upon to one might be called upon to decide where, within the finite boundaries of the "pie," funds are to be allocated. Should it be to an artist-in-residence program or to the purchase of artificial turf for a football stadium. (Some years ago, when the writer resided in the U.S., just such an issue arose — sad to say the decision favored the stadium.) decision favored the stadium.) Should judgment dictate that more funds are needed, i.e. that the size of the "pie"

increased, it might, in part, be at the expense of restoring dif-ferent uniforms for the dif-ferent services in the armed forces.

Should one persist in put-ting forward the possibility of increased funds, one may be called a "dreamer" or told to "wake up and live in the real world" i.e. to stop "whistling in the wind." It was just such comments that were made, decades ago, of proponents of free elementary school education. What is involved is not realism but Pyrrhonism. Priorities exist.

> F.L. Marcuse Psychology University of Manitoba

Children's Hospital -RESEARCH FELLOW. DEPARTMENT OF PATHOLOGY

Applications are invited for the permanent position of Research Fellow in the Division of Anatomical Pathology at the B.C.'s Children's Hospital, Vancouver, B.C. The successful candidate will be expected to mount an independent research program in the area of departmental research activities. These include mucin histochemistry in the developing gut, tissue markers in the fetal kidney and Immunocytochemical studies of pediatric neoplasms.

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Department of Pathology
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Gender bender

I am sorry that Mona Acker believes that women are invisi-ble to men, as judged by the language we use. May I try to reassure her?

First, it is not true, though often stated, that English does not have grammatical gender. An unknown person is gram-matically masculine, whether

male or female.

Second, English does lack,
or rather has forgotten, a
word for male adult. "Man"
includes "woman" (wif-man, not womb-man) and the forgotten "werman" (though "wer" survives in "were-"wer" survives in "were-wolf"). It should be simply acknowledged that in all contexts where it is not clear that "werman" is intended nor is the sex of the person specified, the usual legal formula should be applied even if not stated: "The singular includes the plural, and the masculine includes the feminine".

I am, Madam Editor and

Professor Acker, Your fellow-man. Robert A. Stairs Dept. of Chemistry Trent University

Bergel revisited

l was only 11 years of age when Rutgers Univ. fired Prof. Leinhard Bergel. I am glad that this man (now an oc-tagenarian) was able to continue his career elsewhere and that, thanks to his subsequent achievements & recognitions, he has maintained his dignity. From what I can see in the at ticle, I would judge that he was the victim of what in substance was a Star Chamber proceeding. Of course the event happened only 4 years before the second World War. Only a staunch logical positivist could aver that he

could have had a fair hearing under the circumstances. (Michele Landsberg, Academic Freedom Case At Rutgers U. Opened After 50 Years," CAUT Bulletin, Dec, 1985, p. 3).

Thinking back 51 years when Bergel had his travail, I must say that when an individual or social collectivity makes a decision like this, he/she/they subconsciously or consciously invoke(s) the opiconsciously invoke(s) the opi-nion of vested interests, per-sonal beliefs, scientific habit & aesthetic preference. This is particularly important of committees of appointments, tenure and promotion; resources; curricula. One should not expect too much rationality or cosmic justice there. (Naturally, only the masochistic would throw in the towel if there is still a chance.) chance.)

See LETTERS/10

Research victim of govt's slight of hand

by Richard Bellaire CAUT Staff

In his budget of February 26, Finance Minister Michael Wilson announced significant increases in government sup-port for the three federal gran-ting councils; however, on closer examination of the details there is much less there than meets the eye. In the budget statement,

Mr. Wilson said:
"the government will provide an additional \$300 million in core funding to the councils over the period to 1990-91 to ensure that, at a minimum, funding does not fall below 1985-86 levels."

However, the reality is that government support to the councils will be frozen at \$536.7 million for 87-88 to 90-91. This does not appear to mean frozen in constant dollar terms. Thus, the \$536.7 million will lose value because of inflation. CAUT's initial response to the budget statement was somewhat positive on Wednesday until the details were released on Friday and it was seen that the "increases" were calculated by some very creative accounting with the same amount of money being counted for each of four

years.
The government expects

The Federal 5-Year Financial Plan For University Research

TOTAL OF THREE GRANTING COUNCILS	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1986-1991
(a) Previously Approved Budgets (b) Budget Increases	536.7	480.4 81.6	478.1 58.6	478.0 58.7	478.2 58.5	478.2 58.5	2392.9 315.9
(e) Federal Matching of Private Sector Contributions (d) Anticipated Private Sector	-	_	33.5	69.7	t10.3	155.7	369.2
Contributions (c) Total Anticipated Funds	536.7	562.0	33.5 603.7	69.7 676.1	110.3 757.3	L55.7 848.1	369.2 3447.2

that increases will come from the private sector and the government will increase fun-ding only by matching private sector contributions to the university for specific scien-tific research projects. Though all the details have not been worked out, what appears to be the case is that a private be the case is that a private sector firm will commission some type of research at a university through the gran-ting councils. The federal government will match the cost of the project with grants to the appropriate council. The government expects private sector contributions to increase by 500% over four years; this seems a little too

To date, no one in Ottawa has been able to answer some very important questions:

Will the private sector research be pecr-reviewed and will the results of the research

will the results of the research
be made public?

Will the matching federal
monies be able to be used for
general council purposes (such as scholarships or leave grants), or will this money also be earmarked?

Will social science research

qualify under this program?

On this last point, Mr. Bouchard, the Secretary of State indicated at a press conference that this could be a problem and perhaps SSHRCC would be handled differently, but no details were

If the granting councils receive no private money, then they will suffer a significant decrease in real terms. Also, the councils will have to ensure

this private sector funding is present each year to maintain the matching federal support. Even if the total amounts of

private and matching money are forthcoming, the total budgets of the granting coun-cils will not be at the level necessary to fund the proposed five-year plans.

If all private and matching

over one-third of the granting councils' total budget will be in this form rather than government funding built into the expenditure base.

CAUT, and other sections of the research community, are very concerned about these proposals. The government seems to be moving to privatizing the granting couneils, and there is no indication that the recommendations in

the five-year plans will be able to be fulfilled. CAUT is also very upset that the granting councils might be funding research that is not subjected to peer-review and the results of which may not be made public.

not be made public. When asked who will lobby the private sector to get the research funding, Frank Oberle, the Minister of State for Science and Technology, suggested the university pro-

suggested the university pro-fessors should be doing this. CAUT will be issuing a joint news release with the Association of Universities and Colleges of Canada (AUCC) expressing "grave reservation and disappoint-ment" with the details on the future of the granting coun-cils. CAUT will also be working with other groups concern-ed about the future of research

and development in Canada.
For 1986-87, the data shows
that the total budgets for the three granting councils will be \$562,000,000 — an increase of \$25,000,000 from the level of sacytos, tool from the fevel of funding for 1985-86 fiscal year. Of this 86-87 total, \$324.1 million will be spent by NSERC, \$167.9 million by MRC, and \$70 million by SSHRC.

Table 1 is taken from the federal material and shows the maximum funding if government claims prove correct.

Professeur à plein temps

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Dr Eugenio Rasio Directeur Département de nutrition Université de Montréat C.P. 6128. succursale A Montréal (Québec) H3C 3J7

Budget hits individuals

by Richard Bellaire CAUT Staff

Finance Minister Michael Wilson brought down his se-cond budget on February 26 and the Main Estimates of federal government spending for fiscal year 1986-87 were tabled the next day. The two documents contain a number of items of importance to academics and the research community in Canada. This story will deal with the tax changes outlined in the budget. Another story in this issue of the Bulletin will outline the federal actions relating to the three research granting councils.

The major changes in the tax law involve increases to personal taxes. There will be a flat rate surtax of 3 per cent of an individual's Federal tax. This will start July 1, 1986. There are a number of changes to benefit taxpayers with family incomes under \$15,000, i.e. prepayment of child tax credit refundable sales tax

A change which may affect people's marriage date is that, beginning in 1986, an in-dividual will have to take into account the income of his/her spouse for the entire year, not just the period in which they were married. Before this were married. Before this change, there was some tax advantage for people to marry very late in the calendar year.

The special deduction for disabled persons will be in-

creased by \$250 to \$2,860 in 1986.

The taxation of Canadian dividends will be modified. The gross-up of dividends after 1986 will be reduced from 1/2 to 1/3 and the Federal credit for taxable dividends will be computed as 16 2/3 per cent of the gross-up dividend.

There is no change in the \$500,000 lifetime capital gain exemption. Also, there had been some rumours that ex-tended health, dental plans and insurance premiums under \$25,000 would become taxable benefits, but this was not announced

The legislation on the changes on the changes to the tax-assistance for registered retirement plans (employer-sponsored plans and RRSP's) will be tabled in a few weeks. There were changes to the

corporate tax system and in-creases in federal sales taxes and taxes on cigarettes and

Employee Benefit Plans

One change which will affect university employees is that the government is changthat the government is chang-ing the income tax act to eliminate the usefulness of Employee Benefit Plans. Employee Benefit Plans are salary deferral arrangements which have been established at a number of universities. The major advantage of the system is that the employee is not taxed on the income until he/she actually receives the money

out of the Employee Benefit Plan. The employer does not get a tax deduction until that time but this has not been a concern to the non-taxable university employer.

For a number of years the government has expressed its unhappiness with this use of Employee Benefit Plans and said it would change the law. It has done this in the budget. The deferred salary will be taxed in the employee's hands on an accrual basis (this will include any interest earned by investing the money). Accrual means the taxpayer will have to pay the taxes even if he/she does not receive the money un-

However, the new rules will be effective with respect to remuneration payable after February 25, 1986 but will not apply to remuneration payable pursuant to an agreement in writing entered into on or before that date until such time as the employee can re-quire payment of the deferred amount. CAUT will be seeking further clarification of just how the changes affect existing Employee Benefit Plans.

isting Employee Briefit Plans.
Nielsen Task Force
The government did announce in the budget that they
will be releasing all of the
Study Team Reports done for
the Nielsen Task Force, including the Study Team on
Education and Research.
CAUT had strongly urged the
overnment to issue these government to issue these

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CBC ENTERPRISES/LES ENTREPRISES RADIO-CANADA

B.C. universities welcome new gov't money, but base budgets not yet set

by Michelle Morissette **Bulletin Correspondent**

Administrators at British Columbia's universities have applauded a decision by the provincial government to in-ject at least \$110 million a year into an "excellence fund" over the next three years to im-prove the quality of education in the troopings's education in the province's schools, colleges and universities.

However, the ad-ministrators warned that the fund will only be useful if base operating budgets, which have been cut substantially since 1982, are increased. B.C. Premier Bill Bennett

announced the three-year "Fund of Excellence" which will cost the government \$110 million in the first year to pay for "special initiatives" in the education sector.

He further announced that the government would begin consulting with education officials, students and the public about where the extra money would be spent over the threeyear period so that educators can start planning for the long

Bennett stressed. however, that all decisions on allocations will be made by cabinet on a project by project basis. And, he emphasized that the money would not go to salary items.

Specific areas in which special initiatives are to be encouraged include: retraining programs for laid-off workers, entrepreneurial training in cotleges and university "centres of excellence" that would focus on such areas as Pacific Rim studies, biotechnology, computer systems and forestry

So far, Russ Fraser, the newly appointed Minister of Post Secondary Education, has announced that \$5.6 million from the fund is to be divided between the three universities for 1986 operating budgets, to cover increases in energy and maintenance costs

and other non-salary items.

Mr. Fraser has further promised an additional \$10 million will be announced for the universities within the next few days. These funds will go to expansion of engineering, faculty renewal and student aid, he said.

The Minister said that although the Universities Council of B.C. will divide the moncy up between the univerities, the funds are ''designated'', meaning the government has directed they be spent in certain areas.

Further funds - if any are left over after the colleges and schools have received their portion - are to be competed for by all elements of the education sector on a project by project basis in Victoria.

In announcing the initial funds, Mr. Fraser said the program "satisfies the desires of the universities for a multiyear funding program and will provide them with a stability and the ability to undertake long range planning."

university ministrators, who have been operating under a siege mentality ever since the province began cutting back funds several years ago, the news of additional money and lead

time for planning couldn't have been more welcome.

But there is considerable concern and confusion as well. Base operating budgets have been cut back for the past several years, and all three universities face serious financial difficulties next year if they are not increased.

As well, salaries, which account for by far the largest amount in the universities' budgets, have been frozen for the past three years and there is considerable pressure to in-

"There's no question that we are pleased to get any ad-ditional funds," said Bill Saywell, President of Simon Fraser University

"The question remains, however, what is the base budget going to be? This in-itiative won't mean much unless our base operation, which is now in grave trouble,

is increased.
"We can't do anything in terms of planning until we know the real bottom line."

Mr. Bennett has added to the confusion by stating in a press release that the \$110 million will be "over and above operating budgets", but then later stating in a speech that the government would 'increase operating budgets for education by \$110

During a meeting with Frascr, the three university presidents were unable to ob tain clarification on that aspect. They did, however, stress the importance of the for increased basic funding. Mr. Saywell further in-

dicated that the Universities Council's role in dispensing the money remains to be clarified and that there is still considerable confusion surrounding the criteria for applying for funds.

Fraser himself has admitted that the fund 'lacks definition.

David Strangway, President of UBC, was more optimistic. "Overall I'm ecstatic. The three year financial horizon will be very useful to us, as will the extra funds."

the extra funds."
However, he cautioned that
the extra money will have to
be accompanied by increased

operating funds.
"I think the government understands the problem, but only time will tell how the issue will be resolved."
"At least we're getting the

message that government is prepared to listen."

- Dr. Strangway stressed that maintaining last year's maintaining last year's operating funds would not be enough. The province must recognize the need for a basic increase that would take into account the requirements for increasing significant items such as salaries and library

books, he said. He further indicated that any three year planning pro-cess would have to be set up in such a way as to ensure that the universities always know the funding picture for the third year.

University of Victoria President Howard Petch conceded that, while having money doled out in parcels without knowing the overall picture made for very difficult budgetary planning, he was genuinely optimistic that there

would be a basic increase in operating funds.

"Given that we have been cut close to 14 per cent in the last three years, we are delighted to get any increase in funds, however small," he

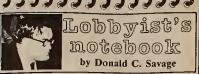
Meanwhile, educators from other elements of the educa-tion system are more skeptical about the program.

While applauding the allocation of new money to the system, they also say the program is vague, confusing, and an obvious election gimmick.

They say it will further centralize power in Victoria and will open the door for political

The \$110 million represents about five per cent of the \$2.1 biltion spent on education in B.C. last year.

Acceeeeeeeee



Foreign Students - Good News

The Prime Minister announced at the Paris Summit that the federal government will grant 350 new bursaries a year to francophone Third World students at an annual cost of \$7.7 million. This follows the decision in 1984 to increase the number of Commonwealth scholarships offered by the federal government.

British Columbia - New funds

The Globe and Mail reported in February that the British The Clobe and wall reported in retriary that the British Columbia government will increase education spending by \$110 million this year. The funds will be spent on special initiatives such as language training, entrepreneurial skills and Pacific Rim studies, as well as regular education programs. Mr. Bennett made the announcement and stated that the cabinet will decide on the allocations of the extra funds in consultation with school boards, colleges and universities. Mark Rose, NDP education critic, charged that the \$110 million is less than one-third of the \$350 million the government cut from education in the past three years. This precise scenario was suggested to the government by the gurus of the Fraser Institute shortly after the Socreds

Cutbacks - Where are we going?

Last year Francis McInerney, President Northern Business Information Ltd., spoke at the Couchiching Con-ference on Canada and the international trading world. In the age of cutbacks, he had some interesting things to say about education. He called for a national mission to create sustainable employment in the value-added industries of the future. In listing our strengths for this battle, he singled out education.

ed out education.
"Our system of education is exceptional. It is far better than that in the U.S. — which is inefficient in the extreme and plagued with illiteracy... We must build on this advantage. Nothing attracts high-tech firms better than a well-educated work force... We must also work towards increasing the number of highly educated knowledge workers we are graduating from our colleges and universities. The Japanese are showing us what can be done in this respect. We can do better. We must do better."

Mr. Melarney stressed that one of our great assets was

Mr. McInerney stressed that one of our great assets was our reservoir of multi-lingual speakers. We should enhance this and not destroy it. He noted the trends in the USA. 'Ronald Reagan's notion that a nation's infrastructure can simply be abandoned to so-called 'market forces' is to me, the height of madness. The Japanese are using their in-frastructure strategically to attack their target U.S. markets with a workforce ready, willing and able to increase the value-added output of their industries. Yet the more vigorously the Japanese attack the U.S. market the more determined Mr. Reagan seems to be to dismantle whatever is left of America's chief defense, its infrastructure... We will never waste our money building better schools." He also noted the propensity for politicians to spend money they claim not to have on silly projects. "Domed stadiums do not improve our cost position."

The Reality

In January, the Montreal Gazette reported that the University of Waterloo had stopped buying books half way through the year. The librarians were now employed remov-ing every second light bulb. The Chief Librarian noted how difficult it was to buy books and to maintain scientific periodicals when the Canadian dollar was collapsing. The library budget went up 2.1 per cent; the cost of books went up 12 per cent. President Wright indicated that next year the budget for the university would be reduced. Politicians tend to cite Waterloo as a great Canadian success story. Talk is cheap...

University of Regina **Faculty of Science** HEAD, DEPARTMENT OF BIOLOGY

Nominations and applications are invited for the posi-tion of Head of the Department of Biology. The successful candidate will probably be external to the University of Reguna, will have an established reputation as a scholar, and will have demonstrated a capacity for leadershap.

The Department currently has 13 full time faculty members and, in addition to undergraduate programs, of-lers a graduate program leading to the M.Sc. and Ph.D. degrees. The research interests of the members of the Department are in Botany, Zoology, Microbiology, Cell Biology and Genetics. A number of vacancies are anticipated during the next lew years.

Applications or nominations, accompanied by a cur-ulum vitae and the names of three referees, should be

Dr. R.G. Ryslephanick Chairman, Biology Head Search Committee – Facutty of Science University of Regina Regina, Saskatchewan

In accordance with Canadian Immigration regulations, this advertisement is directed to Canadian citizens and the interest of the control of t

The position is to be lilled on July 1, 1986 or as soon as possible therealter.

University of Manitoba Department of Native Studies

Applications are invited for the position of Head of the Department of Native Studies. The successful candidate will be appointed with an academic position and salary commensurate with qualifications and experience. The position will be available July 1, 1986. Applications will be considered until such time as the position is filled. The department offers a B.A. program in Native Studies, and in Native Languages (Cree and Ojibway). Duties will include administration, curriculum planning and development, teaching and research.

In accordance with Canadian immigration requirements, his advertisement is directed to Canadian citizens and permanent residents. Both women and men are encourag-ed to apply.

In addition to sending an application and curriculum vitae, applicants should arrange for three letters of reference to be sent to: Deen J. Filnay, Room 310 Fleicher Argue Building, University of Maniloba, Winnipeg, Menitoba R37 2N2.

IN/PRINTS (Information was supplied by the publisher,)

TECHNOLOGY AND THE CANADIAN MIND: INNIS, MCLUHAN, GRANT, Arthur Kroker, New World Perspectives, Montreal, 1984. An examination of the different dimensions of the Canadian, technologies. of the different dimensions of the Canadian technological ex-perience, suggesting that "with the spread of consumer culture of the United States...the perspectives of technological humanism, technological dependency, and technological realism may repre-sent the limits of the human response to the lead-forces of

modern society". That our choice lies between the conflicting cultural tendencies of emacipation and manipulation. The author teaches at Concordia, NORTHROP FRYE: A VISION OF THE NEW WORLD, Onvid Cook, New World Perspectives, 1985. A study whose man theme is Frye as a social critic, whose New World, like William Blake's, symbolizes humanity's attemps at forming a new vision. "The redrawing of the social contract by the creative imagination holds within it the tension between the claims to reason and uncason that leads men in Frye's world consistently to the propagations of mythology." The author teaches at Erindale College.

Faculty praise UBC president's role in settlement

by Michelle Morissette

Bulletin Correspondent
The University of British
Columbia's faculty and Board of Governors have recently ratified a financial exigency policy thereby ending almost 10 years of bitter wrangling over the University's right to lay off tenured faculty in a financial crisis.

UBC's faculty voted 655 to 336 in favour of the policy giv-ing David Strangway, UBC's new President, the right to order layoffs if "an extraordinary set of circumstances ...seriously threatens the University's ability to carry

out its functions."

While the University's Board of Governors ratified the policy at its February meeting, it has not yet withdrawn the redundancy policy which it adopted unilaterally in June 1985 when the University was under con-siderable financial and siderable financial and political pressure. Twelve faculty members were fired under that policy.

President Strangway has stated he would recommend the redundancy policy be withdrawn one the microscip.

withdrawn once the exigency agreement is ratified and a conclusive agreement reached the dismissed faculty members.

To date, one of the dismissed professors has been redeployed. One is on medical leave with a final settlement postponed. Of the remaining 10, several have accepted voluntary early termination with compensation, while several more are in the latter stages of negotiation over the

settlement packages.
According to Association
President Sidney Mindess, all have agreed in principle to accept the settlement.

Settlement will effectively end a major dispute between faculty and the university.

Earlier in 1985, when the 12 faculty members were dismissed, both the Faculty Association and the CAUT denounceed the actions of the Board of Governors as a serious infraction of academic freedom.
The CAUT's Academic
Freedom and Tenure Committee launched an inquiry into the firings, with the possibility of leading to censure of the University.

Meanwhile, the Faculty Association launched arbitra-tion procedures to protest the

The CAUT's Committee of Inquiry report was put on hold when it appeared settlement to the dispute would be reached. Arbitration procedures, which

were to begin in December, were postponed indefinitely.

Prof. Mindess said he was both "relieved and pleased" at the decisive vote in favour of the exigency policy because "now there is no question that a majority of faculty that voted think it is a reasonable agreement." agreement.

'There's no question that the dismissals were a tragedy which can never be totally redressed by compensation," he said. "But it would have been impossible to turn the clock back and pretend they didn't happen,"

'The agreement will insure a reasonable degree of fairness ard protection for individuals if a situation of financial exigency is declared."

Prof. Mindess had strong praise for President Strangway's role in reaching a califforty concluded.

satisfactory conclusion to the agreement.

"Without his efforts, I don't think we would have been able to reach an agreement. He was more willing to compromise than other presidents."

However, he conceded that the relationship between the

faculty and the administration has not yet reached a honey-

moon stage.

The fact that 336 faculty voted no to the agreement does reflect "a great deal of mistrust" many faculty have for the administration, he said. "Meanwhile, morale is still low since salaries have been frozen since 1982, Faculty-administration rela-tions have been deteriorating

for the past five years.

Gideon Rosenbluth, an economics professor who led the opposition to a proposed exigency agreement in 1984 (which was rejected by faculty that year) and to the cur-rently accepted agreement, said he was "extremely disap-pointed at the results."

Opposition to the agree-ent centered around the method for declaring financial exigency and the method to be used in selecting people for dismissal under financial exigency.
"This agreement is a bad

one because, as things stand now, individuals will be laid off, not because of financial exigency, but because their quality of teaching and research has been labelled in-ferior," said Rosenbluth, who opted for an inverse tenure lay-off pro-cedure, with exceptions for ex-

ceptional people.
"As well, financial exigency can be declared unilateral-ly by the Board regardless of what the President or a committee recommends. The Committee's report is not bin-

ding."
"This agreement now means that the government will get its way in clearing out what it considers deadwood by squeezing the University financially."

President Strangway said he was "very pleased" with the outcome.

"Both sides made com-promises and trade-offs when faced with the issue of dealing with tough financial times and

protection of tenure," he said.
"I'm convinced we went as far
as possible to protect people from arbitrary dismissal and I think we ended up with the best that could be done under the circumstances.

The agreement is considered a great improvement over both the unilaterally imposed redundancy policy and a proposed policy rejected by facul-ty in 1984.

Among other matters, it ensures that financial exigency can only be invoked by the Board of Governors on the recommendation of the President following the examina-tion of the University's financial situation by a committee on financial exigency - made up of the Senate Budget Committee and two faculty members appointed by the Faculty Association executive

 and the University Senate.
 While the Committee's recommendations will not be binding, it is the Faculty Association view that a president would be hard pressed to proceed unilaterally against such a solid financial investigation.

Appointments could only

be terminated if a state of financial exigency is declared. And, other methods of solving the financial problems, such as voluntary early termination, voluntary part-time employ-ment etc., should be explored termination.

Under a state of financial

exigency, there will be a freeze on all new appointments and faculty members with limited term appointments would have their contracts renewed only under certain limited circumstances.

Once financial exigency is declared, the President, on the advice of the Senate Budget Committee, will decide on the extent of the budgetary reduction to be born by each faculty.

The selection of faculty whose appointments will be

whose appointments will be terminated will then be made by a process of consultation and advice in the faculties and academic units. The decision to terminate tenured or probalionary appointments will be based on judgements that the academic performance of the academic performance of the persons selected is 'significantly less than satisfactory' in relation to years in rank.

If an insufficient number of

people are identified, layoffs will then proceed in reverse order of seniority. An exemption would be made for in-dividuals making exceptional academic contributions.

In a state of financial ex-igency, layoffs for "redundancy" may take place provided the Senate has recommended to the Board of Governors the discontinuation of an entire academic unit or a degree or

diploma program.

The new agreement makes provision for a final and binding appeals procedure, which had been lacking in previous proposed agreements. This may be invoked by individuals who dispute the selection of

UBC President David Strangway

appointment for termination.
It also includes criteria for

recall of faculty at the end of a period of financial evigency. Prof. Mindess said that,

while there was no such thing as a good agreement for any kind of termination, the current policy was a much better document than the previously

proposed policy.
"We've got much better appeal procedures, better compensation, a more rational way in which to select in-dividuals for termination." "Essentially what the agree-

ment tries to provide is some administrative flexibility in choosing individuals and very strong appeal procedures to protect individuals from discrimination, which is what tenure is all about."



Le Collège Universitaire de Hearst une institution d'enseignement universitaire du nord-est de l'Ontario, affillé à l'Université Laurentienne recherche des candidat-e-s pour combler le poste de recteur-e à compter du 1 juillet 1986.

Les personnes intéressé-e-s devront posséder une solide formation au niveau de l'enseignement et de la recherche, être billingue (français-anglais) connaître le nord-est ontarien et le milleu franco-ontarien. Le/la candidat-e choisi-e devra avoir démontré des capacilés d'administration à un niveau supérieur et être capable de travailler avec toutes les composantes de l'institution. Le personne choisie aura également la responsabilité de représenter le Collège Universitaire de Hearst auprès des groupes extérieurs tel le Milietère des Collèges et Universitaire. Ministère des Collèges et Universités

Les demands accompagnées d'un curriculum vitae et du nom de trois référant-e-s doivent être recues avant le 30 mars 1986 à:



M. Denis Cheff
Président
Consell des Gouverneurs
Comité de recherche et de sélection
Le Collège Universitaire de Hearst
C.P. 580
Hearst, Ontarlo
POL 1NO

McGill University Leadership in Funding

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The Principal and the Board of Governors of McGill University have a serious commitment to increasing their successful development

This new office of Director General, Development and Alumni Relations, and President, McGill Fund Council, will plan, organize and direct all fund-raising from the various funds, and coordinate the activities of the Development Office, Alumni and Development Information Services and the Graduates' Society.

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Les candidats sont priés de taire parvenir leur curriculum vilse, un texte d'une page résumant leurs objectifs de recherche et les iems de trois personnes à titre de référence à: M Fernand Turgeon

Directeur Département de microbiologie et immunologie et immunologie Université de Montiéal C.P. 6128, succursale A Montiéal (Ouébec) H3C 3J7

L'auteur, qui est principal et vice-chancelier de l'Université McGill, en plus d'être président de la Conférence des recteurs et princinaux des universités du Québec, a adressé cette lettre ouverte aux chefs des

dans Le Devoir.

denx principales formations politiques dans la campagne électorale La lettre a d'abord parne

par David L. Johnston

La Conférence des recteurs ct des principaux des univer-sités du Quèbec — la CREPUQ — qui reunit tous les établissements universitaires de notre province, a un peu plus de 20 ans. Depuis sa fondation, en 1963, cinq élections générales ont eu lieu au Ouébec: en 66, 70, 73, 76 et 81. Jamais, au cours des campagnes électorales qui ont précédé ces cinq élections, la CREPUQ n'est intervenue dans le debat. Elle a décide de le faire aujourd'hui. Il faut que la nécessité et l'urgence d'une intervention publique paraissent bien pressantes aux chefs d'établissements univeritaires pour qu'ils décident de rompre ainsi avec une déjà longue tradition de réserve en de campagne electorale.

La CREPUQ a, le mercredi 13 novembre, adressé des let-tres aux chefs des deux principales formations politiques en lice, M. Pierre Marc Johnson et M. Robert Bourassa, pour les sensibiliser

à la gravité du problème de financement auquel les univer-sités font face, et pour leur demander de s'engager, avant la fin de la présente campagne la lin de la presente campagne électorale, à tout faire pour que le problème de financement des établissements universitaires soit résolu rapidement. Car le temps presse

Le problème du financement des universités, c'est qu'elles ont été sous-financées pendant si longtemps que maintenant elles se trouvent toutes - sans exception dans une situation de sousfinancement chronique. clair, cela veut dire que même si, pour une année donnée comme c'est le cas pour l'an-née 85-86 — l'enveloppe des subventions de fonctionnement des universités est augmentée d'un taux à peu près correct, la situation finan-cière des universités ne pourra, pendant cette même année, que s'aggraver.

Permettez-nous, pour illustrer notre propos, de citer un chiffre et de rappeler que les universités ont traversé, de 78-79 à 84-85, une période ex-trêmement difficile: chaque année, pendant sept ans, elles ont eu à subir des compres-sions budgétaires d'une sévérité telle qu'en 84-85, leurs subventions par étudiant ne valaient plus, compte tenu de l'inflation et de la croissance

des effectifs étudiants, que 70% de celles de 78-79. L'impact de ces compres-sions successives s'est fait sentir sur tous les aspects de la vie universitaire.

Cela nous a amenés à faire. en commission parlementaire l'an dernier, un aveu difficile: la qualité des activités d'enseignement et de recher-

Campus de l'Université de Montréal

che de nos établissements a diminué au cours des dernières années. Cela était inévitable. Réduire le personnel enseig-nant tout en accueillant 40,000 étudiants de plus; augmenter inconsidérément la taille des classes: diminuer l'encadre-ment des étudiants; renoncer à renouveler des équipements scientifiques devenus désuets el à en acquerir de nouveaux pour répondre aux besoins des effectifs étudiants additionnels; couper dans les achats de livres et dans les abonnements aux périodiques scientifiques: on ne peut faire tout cela sans que la qualité de l'enseigne-ment et de la recherche n'en soit affectée.

Ces mesures, nous les avons prises dans un seul but: éviter que le coût du financement de déficits ne vienne grever en-core davantage des ressources qui sont d'abord destinées à enseignement et à la recherche.

À la fin de l'exercice 83-84, le déficit d'ensemble de nos établissements s'élevait à \$3 millions. Au terme de l'exer-cice 84-85, c'est à \$47 millions que s'est chiffre le déficit d'opération. Cela

inquiètant.

Mais ce qui l'est encore
davantage, c'est qu'on prévoit
qu'au terme de l'exercice
85-86, les universités auront
enregistré un déficit additionnel de l'ordre de \$35 millions.

Cette situation illustre bien le caractère chronique du prolème de financement des universités. Elles devraient se retrouver, au terme de la présente année, avec un déficit accumulé de plus de \$80 millione.

C'est cette situation que, dans les lettres que nous leur avons adressées le 13 novembre, nous avons demandé au président du Parti québécois et au chef du Parti libéral du Québec de s'engager à corriger sans tarder. Mais nous n'avons pas exclu qu'ils ne soient pas aussi conscients que nous de la gravité des pro-blèmes de financements auxquels nos universités font face. Nous pensons que s'ils n'en sont pas entierement convaincus, ils devraient s'engager à former sans tarder une commission d'étude qui aurait pour mandat de se pencher sur toute la question du financement des universités et de faire

ment des universités et de l'aire au gouvernement, dans les meilleurs délais, les recom-mandations appropriées. Ce n'est pas seulement envers les universités que nous leur demandons de s'engager, c'est aussi — et surtout — envers la société québécoise que nous leur demandons de

Les universités sont un bien collectif: elles sont au service des sociétés au sein desquelles elles oeuvrent. Les universités du Quèbec se sont toujours montrées sensibles aux besoins de la population et elles se sont toujours efforcées d'y répondre du mieux qu'elles le pouvaient. Elles ont bénéficié en retour d'un appui constant et sans réserve de la popula-tion. C'est grâce à cet appui qu'elles ont pu, au cours des vingt-cinq dernières années, connaître une croissance exceptionnelle, atteindre un certain niveau d'excellence et, dans le domaine de l'enseignement supérieur, permettre au Québec d'effectuer en bonne partie le rattrapage qu'il avait à faire par rapport aux sociétés

Nous estimons que de tous

les facteurs qui ont pu influer sur l'évolution spectaculaire qu'en un quart de siècle le Québec a connue, l'améliora-tion rapide du taux de scolarisation universitaire de sa population vient au tout

premier rang. Ce sont les sociétés les plus scolarisées — Japon, États-Unis, pays scandinaves — qui se sont le mieux tirées de l'importante crise économique que nous venons de traverser. Nous croyons que c'est en roots croyons que c'est en favorisant une amélioration constante du niveau de scolarisation de sa population que le Québec se donnera les moyens de se développer aux plans économique, social et culturel, et d'occuper la place culturel, et d'occuper la piace qui lui revien au sein des pays industrialisés. Car ce n'est pas seulement de l'avenir des universités qu'il s'agit: c'est l'avenir même du Québec qui est en jeu. Nous sommes pro-fondément persuadés que le Québec ne pourra assurer son avenir que dans la mesure où il pourra compter sur des universités fortes et dynamiques, capables de remplir leur mission dans toutes ses dimensions: scientifique, culturelle et sociale - bref, profondement civilisatrice.



DALHOUSIE UNIVERSITY

HALIFAX, NOVA SCOTIA, CANADA **Department of Mathematics** Statistics and Computing Science

Applications are invited for the position of Director of the Division of Computing Science within the Department. The position is to be filled July 1, 1986. The Department has established an Undergraduate programme at both the general and Honours degree level as well as a Masters degree programme. Students may study for the Honours degree in the Co-operative Education programme. The Department has a VAX 11/750 which runs under UNIX and which is used mainly by computing science students in the second and higher years. The University Computer Centre has a CYBER 720 and some micro-computers, Plans are underway to increase the number of micros available. The department also runs a research VAX 11/780, two Micro-computers, and a SUN workstation. Candidates should have demonstrated research and teaching abilities commensurate with a senior academic rank, have a broad background in Computing Science and be able to exercise administrative leadership.

Applicants should send a curriculum vitae and the names of at least three referees to:

a policy of altirmative action with respect to employment of women.

Since its creation in 1963, the CREPUQ (Conférence des recteurs et des principaux des universités du Québec) has never involved itself in electoral campaigns. However, on November 13, the November 13, the organization wrote open letters to the leaders of each of the two major political parties in Quebec Pierre-Marc Johnson (P.Q.) and Robert Bourassa (Lib) — in order to make them aware of the serious funding problems confronting universities.

In his letter, Dr. David L. Johnston, president of CREPUQ and principal and vice-chancellor of McGill University, explains the organization's action. He emphasizes that universities have been underfunded for so many years that the problem is now chronic. He says that universities went through an extremely difficult period from 1978 to 1985, with each one suffering severe budget cuts. As a result, their per student grants are now only 70% of what they were in 1978-79 with inflation and enrolment growth includ-ed. Teaching and research activities have also been reduced over the years. Dr. Johnston proposes

to the two leaders the establishment of a commission responsible for studying university funding and making appropriate recoinmendations to the govern-ment. He concludes by ment. The Concludes by pointing out that Quebec's future depends on strong and aggressive universities able to fulfill their mission.

La puce à l'oreille

par Eric Devlin

Les universités québécoises

A la recherche de 100 millions

1986 est une année de négociation pour les professeurs des universités québécoises. Si on se base sur les propositions faites par le gouvernement aux 300 000 employes descreturs public et parapublic, les professeurs devaient recevoir une hausse salariale de 3,5%.

"«Les offres patronales représentent le maximum de ce que le gouvernement peut offrir pour la poursuite de sa mission à l'intérieur des contraintes que le bien-commun lui impose» a affirmé Paul Gobeil, président du Conseil du trésor lors du dépôt des offres gouvernementales le 19

L'augmentation de 3,5% ne s'applique pas directement L'augmentation de 3,3% ne sappique pas directement aux professeurs puisque chaque université reçoit une enveloppe globale et que les négociations se font locale-ment. Néamoins, les propositions faites aux secteurs public et parapublic devraient influencer tous les budgets du secteur péripublic.

Ainsi le Syndicat des professeurs de l'Université du

Québec à Montréal a parachévé un nouveau contrat de travail après seulement un mois de négociation. Cette entente prévoie une augmentation similaire à celle qu'obtiendront les syndicats des secteurs public et parapublic.

L'ombre des décrets

TRANSITIONS TO WORK, The thstitute For Social and Economic Research, The University of Manitoba, 1985. A monograph

Les offres gouvernementales permettent de déceler une autre attitude qui pourrait influencer le budget des universités. Simultanément aux 300 millions qu'il propose à ses

sités. Simultanément aux 300 millions qu'il propose à ses syndiqués, le gouvernement entend récupérer 100 millions en modifiant le régime de congés de maladie et d'assurance salaire et en coupant dans le temps supplémentaire. Plusieurs syndicats ont vivement réagi à cette coupre indirecte, «Le gouvernement du Parti Québécois» a déclaré Louis-André Cadieux, président du Syndicat des professionnels du gouvernement du Québécois vait retenu 20% des couprement du Québecois avait retenu 20% des calaires de tous ses travailleures syndiqués y compris les prosalaires de tous ses travailleurs syndiqués, y compris les pro-fesseurs d'université, pour une période de trois mois afin de minimiser les effets de la récession sur les finances de

Les professeurs d'universités peuvent craindre que le Conseil du trésor réalise un exercice similaire et juge que certaines conditions de travail sont trop généreuses. Il en résulterail à la fois une augmentation de 3,5% des salaires et une coupure sur les clauses normatives qui permettrait de récupérer une partie de l'augmentation.

Mais plus d'argent pour les universités?

Si les professeurs ne peuvent s'attendre à une hausse substantielle de leur revenu, les universités conservent néan-

moins l'espoir de voir le gouvernement injecter une cen-taine de millions de dollars dans le réseau. En effet, lors-qu'il était critique de l'opposition en matière d'éducation, Claude Ryan a repris à son compte les affirmations du Con-seil des universités, de la Conférence des recteurs et prin-cipaux des universités du Québec, et de la Fédération des associations de professeurs des universités du Québec (FAPUQ) à l'effet que le niveau de financement des univer-sités québécoises était devenu l'un des plus bas de tout le Canada et que la qualité de l'enseignement et de la recher-che s'en trouvait sérieusement affectée. Dans les officienes du ministér de l'Éducation, mainte-

che s'en frouvait serieusement ai rectee.

Dans les officines du ministère de l'Education, maintenant dirigé par Claude Ryan, on parle d'un montant
minimum de 100 millions de dollars qu'il faudrait injecter
dans le rèseau universitaire québècois. Un récent avis du
Conseil des universités recommandait de hausser les frais de scolarité pour aller chercher cette somme. Le Conseil soulignait que l'État québécois verse aux universités une contribution équivalente à celle de l'Ontario. Cependant le sous-financement des universités québécoises est at-tribuable au gel des frais de scolarité qui perdure depuis tribuable au gel des Irais de scolarite qui perdure depuis le milieu des années 60. Lo Québécois défraie environ 5008 pour étudier à l'université alors que son homologue on-tarien débourse plus de 12008 par année. Mais au cours de la campagne électorale, le Parti libéral s'est engagé à maintenir le gel des frais de scolarité, pro-

messe que Claude Ryan a réitérée devant l'Assemblée na-tionale 19 décembre dernier,

De plus, les jeunes libéraux sont très actifs au sein du Parti. Ils possèdent le tiers des voix au congrès et c'est sous leur impulsion que cet engagement électoral a été pris. Les jeunes libéraux n'entendent pas renier leurs convictions parce que le pouvoir appartient maintenant au Parti. Pietro Perrino, président de la Commission jeunesse du PLQ, a d'ailleurs rappelé au gouvernement Bourassa ses engagements à l'occasion du Conseil général du Parti, le premier mars dernier

Une bataille au Conseil du trésor

Claude Ryan n'a guère le choix que de faire débloquer au Conseil du trésor une somme additionnelle de 100 millions pour les universités. André Fortier, son chef de cabinet reconnaît que la facture sera difficle à faire avaler à Paul Gobeil car cet ancien pdg de Provigo s'est donné comme objectif de ramener le déficit de la province à zéro au cours de son mandat. Le déficit du Quêbec est stable depuis le début des années 80 et se chiffre à trois milliards

Pour gagner son combat au Conseil du trésor, Claude Ryan peut compter sur un allié de taille: le premier ministre. Dans un livre (Le défi technologique) qu'il a publié au cours de la campagne électorale, Robert Bourassa a souligné le de la campagne rectorista, Robert pour son assura songle le lien vital qui existe entre le progrès technologique et la pro-motion de l'enseignement supérieur et de la recherche. Le milieu universitaire espère que monsieur Bourassa se soumilieu universitaire espete que nonsteur bout assa se souviendra de ses écrits lorsque son gouvernement présentera le budget. Si le gouvernement n'augmente pas les sommes allouées aux universités, le déficit accumulé du réseau devrait atteindre 80 millions de dollars à la fin de 1985-86. Dans son avis, le Conseil des universités rappelait que

les universités québécoises possèdent la plus faible collec-tion de volumes de toutes les universités canadiennes: 90 livres par étudiant contre une moyenne canadienne de 116. Par ailleurs, le Québec affiche le ratio étudiants/professeur le plus élevé au Canada. En 1984-85, il était de 18,7, alors que la moyenne canadienne se situait à 17,2

HEAD, DIVISION OF CLINICAL **GENETICS** Books received by The Butletin. Unless otherwise noted, information was sup-plied by the publisher. Some books may be reviewed later.

60s, can "...best be viewed as an activist thinker; whose practical concerns derived from his commitment to the redemptive principles of liberal Calvinism...Parsons sought to found a practical standpoint from which the professionalized vocial sciences could contribute to the rationalization of the capitalist social order". The author teaches at the University of New Brunswick.

LECHEROUS PRO-FESSOR: Sexual Harassment On Campus, Billie Wright Dzeich and Linda Weiner, Beacon Press, Boston, 1984. Information on sex-ual harassment was gathered for

Manitoba, 1985. A monograph comprising fourteen papers from a conference held by the first time as a conference held by the first time as conference held by the first time as the first time as the first time as the first time as the first time and development, the special problems faced by women, the adult tearner, vocational education, the mentally handicapped and the role of government training programs in reducing unemployment. Linea wenter, seaton resonal harassment was gathered for wo years from approximately 400 students, faculty, administrately students, faculty, administrately states during the compiling of the States during the compiling of the States during the compiling of the problem and suggest steps which can be taken to diminish it. ??The costs of sexual harassment to vic-tims are financial, psychological and professional...the resolution of sexual harassment will come when it is made the responsibility of everyone who is associated with the institution." Dzeich teaches at the University of Cincinatti, where Weiner is vice-provost for Student Affairs. HEMPIOYMENT. TARSONS AND THE CAPITALIST NATIONTATE: Pallical Sociology As A
Strategic Vocation, William Bustion, University of Toronto Press,
1985. A work which argues that
Parsons, a leading sociologist in
the United States in the 1930s to

The Hospital for Sick Children, a 698 bed teaching hospital, seeks a Head for a new Division of Clinical Genetics within its Departments of Genetics and Paediatrics.

Paediatrics.
The successful candidate will provide and coordinate clinical genetics activities within the Hospital and the University of Toronto. In addition to patient care, a major focus of the Division will be related to clinical and diagnostic services and

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In accordance with immigration requirements, priority will be given to Canadian citizens and per-manent residents of Canada.

manent residents of Canada.
Application or inquiry should be directed to:
Dr. Ronatd G. Worton
Chief, Department of Genetics
The Hospital for Sick Children
555 University Avenue
Toronto, Ontario. MSG 1/8
Tetephone: (416) 598-6385



THE HOSPITAL FOR SICK CHILDREN

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A full-time position for a Laboratory Scientist is available in the Immunology Laboretory, Division of Hematopathology, Department of Pathology, B.C.'s Children's Hospital. Applicants must have an M.D. and/or Children's Hospital, Applicants must have an M.D. and/or Ph.D. in Immunology or a related tield, Preference will be given to those with two years' postdoctoral training, research training or equivalent. The Immunology Laboratory provides diagnostic support for the Immune Deficiency Clinic and for the Oncology Service and to related clinical specialties. A Fluorescent activated cell sorter is situated in the laboratory.

The duties under the Program Director will include test development, organization of quality assurance and active participation in research and education programs. An appointment in the appropriate rank in the Department of Pathology, University of British Columbia is available.

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Send Curriculum Vitae, research synopsis and the names of three references in confidence to:

Dr. A.J. Tingte, Head Division of Clinical Immunology Department of Pathology B.C.'S CHILDREN'S HOSPITAL 4480 Oak Street Vancouver, B.C. V6H 3V4

FACULTY UPB DEVELOPMENT SUMMER INSTITUTE

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Applications are invited for the position of Director, School of Music. The appointment is to be effective on July 1,

In accordance with Canadian Immigration requirements, priority will be given to Canadian citizens or permanent residents of Canada. Acadia University is an Equal Opportunity Employer.

Applications, including the names of three referees, should be submitted to:



Dr. Lois Vallely-Fischer, Dean of Arts, Acadia University, Wolfville, Nova Scotia, BOP 1X0



THE UNIVERSITY OF **BRITISH COLUMBIA**

VICE-PRESIDENT, STUDENT AND **ACADEMIC SERVICES**

Applications and nominations are invited for the position of Vice-President, Student and Academic Services, at the University of British Columbia. The University of British Columbia is a publicly supported comprehensive institution comprising twelve faculties which include seventy-six departments, nine schools and twelve centres and institutes. It is one of Canada's leading graduate and research centres. In 1984-85, credit course enrolment was 24,000 and expenditures were \$362 Million in operating funds. Revenue for sponsored research exceed-ds \$63 Million ed \$63 Million.

The new vice-presidential position will report to the president and is responsible for, but not limited to, the library, computing — both central and distributed, and student services. At the present time, these activities involve a budgelary expenditure of approximately \$40 Million.

Qualities should include strong academic background and university administrative experience. Please address application or nominations before April 30, 1986 to:

President David W. Strangway The University of British Columbia 6328 Memorial Road Vancouver, B.C. V6T 2B3

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DALHOUSIE UNIVERSITY

HALIFAX, N.S.



NSERC University Research Fellowships at Dalhousie

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Applications should be sent to the Chair of the appropriate Department, Dalhousie University, Halitax, Nova Scotta, B3H 4H6, as listled below. Subitelds of particular interest are listed in brackets, but excellent candidates in any area will be

Dr. W. Kimmins

Dr W Aue Dr M. Zentilli Dr. K. Dunn

Dr. A.J. Bowen Dr. D.J W. Geldart Dr. J. McNully

Biology (quantitative ecology, tish physiology, aquacullure)
Chemistry (inorganic, analytical)
Geology (basin analysis, economic, marine)
Mathemalics, Statistics and Computing Science (operator lheory, oplimization, statistical computing, operating systems)
Oceanography
Physics (materials, magneticm, activity)

Oceanography
Physics (malerials, magnetism, applied physics)
Psychology (neuroscience, information processing, conditioning & tearning)

Further information concerning research interests and facilities of their Departments can be obtained from the Chairs.

Applicants should prelerably include one copy of each of NSERC forms 200, 100 and 101 completed as far as possible by the applicant.

The deadline for receipt of applications at Dalhousie is June 30. Dalhousie University has a policy of attirmative action with respect to employment of women.

IN/PRINTS

Books received by The Bulletin. Untess otherwise noted, information was sup-plied by the publisher. Some books may be reviewed later.

CANADA AMONG NA-TIONS/1984: A Time of Transi-tion, ed. by Brian W. Tomlin and Maureen Molot, James Lorimer and Co., Toronto, 1985. Producby the Norman Paterson

School of International Affairs at Carleton University, this is the first in a projected series of annual reviews on Canada's foreign policies, hoping "...to provide a better understanding of Canadian policies and the environments that shape them...". The eleven chapters focus on such areas as "Canada Between the Super-powers: The Search for Stabili-ty", "The World Economy 1984: Struggling After the Leader",
"The Evolving Framework of
Canadian Development
Assistance Policy" and "Com-

mercial Policy and Free Trade

with the United States". Also in-cluded is a chronology of the ma-jor events of 1984. The editors teach at Carleton University. STRIKING A BALANCE: Na-

tional Security And Scientific Freedom, First Discussions, ed. by Harold C. Relyea, American Association for the Advancement of Science Committee on Scientific Freedom and Responsibility, 1985. "...old cold war attitudes have returned and their adherents are pursuing more stringent ap-plication of laws authorizing government control of the dissemination and communication

research and development then defence projects are a very large component of U.S. by Marie-Josée Drouin Reprinted from the Montreal

Scientists are lamenting sug-gestions made by Pierre Mac-Donald, Quebec's minister of external trade and technology, to transfer part of the provin-cial government's support for research away from basic science to applied research and development (R&D).

Images of government in-tervening in research decisions and priorities, threatening academic freedom and independence are bound to ig-

mite scientific whining.

But then, the government which is footing a large share of the research bill, is no doubt frustrated with the stereotyped vision of pointy-headed intellectuals and absent-minded professors who concentrate on hobby-horses and pet projects that have seemingly little to do with the realities of the market. Such are the dangers of con-

ventional thinking. First, not all research can be market related. Every society wants specialists in the arts, humanities and medical

Second, research cannot be neatly targeted as some would like. Serendipity and synergy are essential characteristics of the research process and they cannot, by definition, be planned.

But Canada could achieve a better balance in research funding, especially as regards to industrial R&D.

tn Canada, roughly 57 per cent of R&D is publicly funded, whereas industry provides about 35 per cent of R&D funds. In the U.S., government accounts for roughly 49 per cent of R&D funding, but research programs. Nevertheless, industry funds close to 47 per cent of R&D funding.

More support needed for

At the other extreme, lapanese industry accounts for more than 70 per cent of R&D funding, whereas government funds support only about 25 per cent of the R&D effort.

Canada definitely needs to increase the share of R&D spending in gross national product. Yet it does not necessarily follow that govern-ment be directly responsible for such an increase.

It is often argued that, in many instances, publicly fund-ed R&D organizations may be slower to reallocate resources, to take advantage of new technologies or to deal with new problems. If this is the case, it poses an acute problem in a highly competitive environment such as the one in which we live.

Bureaucratized research organizations may also be un-duly preoccupied with issues affecting salary structure, advancement and other incentives. Some observers have expressed the fear that cumbersome committee systems for allocating decisions may have converted many innovators in-

to bureaucrats.

Achieving a better balance of R&D funding between industry and government may be one way of averting some of these problems. But that is not a matter of merely shifting emphasis away from basic research to applied R&D. This relates to government's overall efforts to support scientific efforts and the marketing and diffusion of technology.

It is surprising that none of

the task forces recently established by the new Quebec established by the new Quebec government addresses technological and scientific development and its links with industrial development. The conditions that favor the difl'usion of technology in in-

dustry and society warrant

such close examination.

Anyhow, the distinction between applied research and between applied research and basic science is increasingly an academic one. Modern technologies such as elec-tronics and biotechnology have helped to blur this distinction once and for all. In fact, Japan is switching some of its spending from applied to basic research.

Moreover, in the U.S. especially, many innovative companies have sprung up around university campuses. Can we in Quebec offer similar opportunities?

Obviously, these research groups were able to garner marketing and financial assistance. Surely, specific policies created conditions for the growth and diffusion of technology. These are the con-ditions to which we as a province should be devoting more

Concerning the Japanese experience, the government's general commitment to science and technology has been supported by more specific policies than R&D. Education and training have been a pivotal factor of Japan's

In Quebec, the quality of post-graduate training in advanced electronic engineering or information sciences is a subject of concern.

What are the linkages bet-

went tale the limitages between technology policy and education policy?

In Japan, the government has played the role of facilitator, providing indirect financial support and en-couraging collaborative R&D among otherwise competitive firms. This collaboration approach is being extended beyond the country's frontiers as Japanese firms seek joint ventures and cross-linancing agreements with loreign firms.

tn this context, the fact that the same minister in Oucbec is responsible for external trade

and technology is promising.

The U.S., with its heavy reliance on defence research, is not a perfect model for Canadian policy. Nor is

But both countries can teach us lessons. They make us aware of the need to create conditions that spur increased private support of R&D. They atso remind us that we cannot be good at marketing or sell-ing technology if we are poor at science and at training

scientists.

They also are a powerful reminder that the strength of any technology policy lies both in the quality of research design and the diffusion of technology and know-how

You cannot have one without the other.

FACULTY EXCHANGE CENTER

The Center, laculty-administered and non-profit, was established in 1973. It helps arrange exchanges by providing guidelines for individuals and academic institutions and by serving as a clearing house for those interested in (a) teaching exchanges on the college-university level, and (b) housing exchanges for purposes of I ravel and study at all levels of the teaching profession. FEC is international in scope.

Mail to FEC: Send me your current leaching-exchange Directory and/or housing-exchange Supplement together with registration forms, for the annual membership lee of \$15,00. I understand that after returning the form(s), my name and data will be entered in the next issue of one of both of these semi-annual publications, which I will also receive. My membership lee and a self-addressed envelope are enclosed. (Checks payable to FEC.—952 Virginia Avenue, Lancaster, Pa. 17503.) Name & Address

of various kinds of scientific information for reasons of national security. There is also an appetite for more such regulatory power." Among the eight essays included in this volume are "Government Control of Private (deas", "National Security and Technical In-

formation" and "Shronding the Endless Frontier — Scientific Communication and National Security: The Search for Balance". The editor is a member of the AAAS Committee on Scientific Freedom and Responsibility Responsibility.

Donahoe. At that time, facul-ty in Nova Scotia expressed concern over the appoint-ments to the Commission on ments to the Commission on the grounds of political par-tisanship and inexperience. They also complained that Mr. Donahoe had ignored NSCUFA's repeated requests that faculty at least be consulted about appointments. sulted

The person chosen to chair the Commission was Rod MacLennan, a Truro, N.S. dairy company executive and a Conservative party activist. The other two members were St. Francis Xavier geology professor William Shaw, a former deputy minister in the Buchanan government, and Joan Gregson Evans, a

Halifax actress.
The Commission was given a broad mandate to review and recommend changes, sub-ject to Cabinet approval, in Nova Scotia's post-secondary

education system. From the beginning, faculty members were questioning the real intentions of the Buchanan government in set-ting up the Commission at that time.

An NSCUFA newsletter published in June 1983 reported "wide-spread faculapprehension that the provincial government has already determined its objectives in higher education and that the work of the commis-

For years prior to the for-mation of the Commission, the N.S. government had been ignoring the funding recom-mendations of the designated agency, the Maritime Pro-vinces Higher Education Commission, and slashing its share of funding for provincial post-secondary institutions. There was a general feeling in the academic community that the Commission would be looking for ways to make further cutbacks through reductions in university programs and services.

There was wide-spread concern also on the part of faculty that the Commission would he dominated by the labour market philosophy of government and would look for mechanisms and justifications for more direct govern-ment control of the universities.

Now, with the report published it is clear that many of the faculty's fears were well-founded.

The Royal Commission Report

The report stresses a centrally-controlled, systems approach to higher education in the province.
One of its key recommenda-

tions is for the creation of an tions is for the creation of an autonomous provincial in-termediary body, the Nova Scotia Council on Higher Education. The new body would be "endowed with ex-ceptible and discreecutive authority and discre-tionary powers over funding in order to ensure that university planning, programming, and resource allocation are performed in the context of a provincial university system." The primary duties of the

proposed council would be to co-ordinate university resources, to determine fun-ding requirements and the allocation of public monies to the system, and to advise the Minister of Education on

university affairs.

As recommended by the commission, the council would have broad powers of inquiry and executive action over existing and proposed

academic programs.

The council's initial responsibility would be to develop a long-range comprehensive plan for higher education in Nova Scotia. The plan would "represent the system response to matters of university education in the pro-

The powerful new body would have seven members, with no more than two currently active in the universities, and no more than two in government. The chair would be occupied by one of the non-academic, non-governmental

A second key set of recom-mendations calls for the promotion and maintenance of "quality in the system" and a re-emphasis on the liberal arts and sciences. To this end the Commission recommends the

University entrance re-quirements necessitating academic preparation in core programs in the secon-dary school system; Core university programs in the liberal arts and sciences

which must be completed before a student can pro-ceed to subject or program specialization in their final years:

Tests of academic ability "to ensure that matriculating students are of a standard that will promote and maintain quality

mote and maintain quality in the system".

The Commission alls observes that Nova Scotia has "a disproportionately large number of students in its universities, more than 30% higher than the Canadian average measured on a per capita basis." It attributes this in large part to the large in large part to the large number of students — 7,000 - from outside the province and the country. To offset the operating costs incurred in educating these students, the Commission recommends "appropriate funding from other provinces, or from the federal government," and failing that, the adoption of "some type of non-resident quota system." quota system.

It further recommends that, "because the students themselves are the chief beneficiaries of their educa-tion," tuition fees should in-crease so that students assume 50% of the costs of their instruction. Throwing aside the Nova Scotia bursary program, the report calls for the introduction of an Educational Opportunity Fund, which would provide assistance in the form of loans only, to needy students.

Visa students, the report states, should pay the full in-structional costs associated with their programme, except

for students from the countries defined by the Organization for Economic Co-operation and Development as the 25 least-developed nations.

Zeroing in on the pro-fessoriate, the Commission proposes annual performance reviews and more complete reviews on occasions of con-tract renewal and consideration for tenure or promotion. Unfavourable reviews would lt in disciplinary measures. It also proposes mandatory at-tendance at courses in effective teaching methods.

The CAUT's response In its response, the CAUT says the report is "defeatist"

and "suffused with a false nostalgia of the past". The report "accepts the fiction that governments have no more money to spend on universities." It is a matter of priorities "whether the government chooses to spend an extra two billion dollars on universities or on bailing out failed banks," the CAUT

The Association calls the Commission's recommenda-tions "bureaucratic in the ex-treme." It says the report is "in essence a very expensive essay setting forth unsubstantiated opinions . . . without any significant research base."

The CAUT hits hard at all the report's recommendations. major



Dalhousie University campus, Halifax.

The proposed Council of Higher Education is "a bureaucratic monster". "Virtue will be imposed by a highly centralized and all-powerful council whose members will all be nominated by the political party in power. Just at the moment when de-regulation is in the air, the commissioners propose the most regulated environment possible for the universities of

the province."
The CAUT says the proposed council will in effect become the Department of Higher Education of Nova Scotia. While "endowed with enormous powers" over the universities, it will "in no way be accountable to the legislature or the people of

Nova Scotia."

The CAUT further charges that the various proposals of the Commission for more rigid entrance requirements, substantial increases in student fees, an inter-provincial ac-counting procedure for out-ofprovince students, and a reduction in the numbers of foreign students are all part of a general strategy to restrict accessibility and reduce the size of the universities.

The Association challenges the Commission's assumption that the public would support such a strategy for cutbacks because it believes that quality has declined. Pointing to recent public opinion poll

See REPORT/12



T.U.N.S.

Head Department of Industrial Engineering

A position is available for a leader to promote growth in research, graduate studies and a strong undergraduate program in an active Department of Industrial Engineering. The appointment is a renewable 4-year term effective July 1, 1986. Applicants should have a proven record of research with sig-nificant publications, demonstrated administrative ability and appropriate teaching experience. They should also have an engineering degree or be eligible for registration as a Professional Engineer. Rank, salary and tenure arrangements commensurate with qualifications.

The Engineering Faculty at the Technical University of Nova Scotia has over 800 full time undergraduate students and 200 graduate students. The Department of Industrial Engineering has over 100 undergraduate and graduate students. The Degrees of B.Eng., (CAB accredited) M.Eng., M.A.Sc., and Ph.D. are The Department has laboratory facilities for human offered. factors and work study. Excellent computer facilities are available in the form of VAX/78D, VAX/785, CY8ER 825 and a CYBER 170/73D in addition to various microcomputers. CAD/CAM Centre of the University also provides considerable facilities and opportunities.

There are opportunities to expand the scope of research and related activities for the Department in several areas. Two notable ones at present are in the large Yova Scotia fishing industry and in the area of flexible manufacturing systems. Those willing to accept the challenge of providing leadership in this effort should send a letter of application, a curriculum vitae and the names of three referees to:

> Dr. Oonald A. Roy Dean, Faculty of Engineering lechnical University of Nova Scotia P.O. Box 1000, Ualifax, V. S. Canada 83J 2X4

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l'éducation

POSTE L'École des sciences de l'éducation a comme mandat la lormation initiale et le perlectionnement des enseignants/enseignantes pour les écoles de langue fran-çaise de l'Ontario. Elle compte 16 professeurs à temps plein

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QUALIFICATIONS.

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- up brevet d'enseignement. - un doctorat en éducation ou l'équivalent,

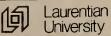
une expérience administrative dans un milieu univer-sitaire ou dans une situation comparable.

la capacité d'assumer un leadership elficace,
 une connaissance suffisante de la langue anglaise

La nomination entre en vigueur le 1er juillet 1986. La durée du mandat est de 3 ans avec possibilité de renouvellement. Le traitement et les conditions de nomination sont régis par la convention collective.

Prière de faire parvenir votre candidature, accompagnée d'un curriculum vitae détaillé et du nom de 3 personnes pouvant lournir des références, avant le 31 mars 1986 au:

Comité de sélection École des sciences de l'éducation Attention: Normand Robichaud



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THE UNIVERSITY OF **ALBERTA Assistant Professor** Horticultural Science

Applications are invited for a full-time faculty position in the Department of Plant Science, with emphasis on vegetable crops. Responsibilities will include undergraduate and graduate leaching and research. Applicants should have a Ph.D. and should be able to plan and carry out basic science. should be able to plan and carry out basic scien-liftic research with potential impact on vegetable production (including potaloes). Postdoctoral Irain-ing and experience will be helpful. Interaction with the horticultural industry will be important. Technical assistance and good laboratory and field facilities are available. Duties to commence July 1, 1986 or as soon as can be arranged. The current minimum salary for Assistanl Professor is \$30,316 per year.

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E. Patrick McQuaid

South of the border



A recent advertisement in Education Week sums it up: Will

ou test as well as you teach?
Educators throughout the country say the answer is no. that the new wave of teacher competency tests will not measure such qualities as classroom performance, profes-sional interest or personal motivation. In at least 32 states reachers are now required to prove that they are literate — which is just what the test boils down to. Here's a sample question, adapted from a school memorandum:

To: All Teachers From: Ms. Ashe, Principal

From: Ms. Asne, Principal Re: Open House Re: Open House The school's first Open House will be held next Wednesday night from 7:00 p.m. until 9:00 p.m. Teachers should arrive by 6:45 p.m. Upon arrival, please sign in at the main office. Put on your name tags, which will be alphabetized beside the sign-in sheet. Classwollb school be alphabetized beside the sign-in sheet. The state of the sign-in sheet. to parents, please place a parent sign in sheet in plain view

near the door. According to this selection, what should the reachers do first when they arrive for Open House?

A. Open their classrooms
B. Sign in at the Main Office
C. Place a parent sign-up sheet near the door
D. Attend a meeting in the principal's office

Educators are understandably annoyed at this, but the nation's largest teacher organizations have each adopted a very different stance on the matter. In September, the National Education Association filed suit to block statewide exams In Texas, which are to premiere next March. The rival American Federation of Teachers responded that, while opposing the tests, chapter members should swallow hard,

posing the tests, chapter members should swallow hard, predicting that most educators would ace the exams.

The exam is so simple, said Texas Federation president John Cole, that teachers not passing — on two trys — deserve to lose their jobs. Nonetheless, the Texas State Teachers' Association, the NEA affiliate, has hired thousands of tutors to steer their members through and Stanley Kaplan, the dean of the coaching industry, is cashing

You may know it all," reads his latest ad, but proving it is another matter. Some people simply do not perform well in a test situation, regardless of the exam's level of difficulty. Kaplan, with 120 test prep centers nationwide, has made a fortune helping prep college students for graduate school or professional license exams. Now his company is offering the same service for teachers in more than 20 states who are required to prove their classroom competency. The new of-fering consists of 40 hours of classes and taped tutorials.

"All of our courses are designed as a review of materials students have already learned. We don't coach students, we help bring materials tucked in the back of their minds to the surface," a Kaplan representative explains.

The Texas Examination of Current Administrators and The Texas Examination of Current Administrators and Teachers is a blend of \$5 feading questions. 30 writing-skills items plus the composition of a 150-word essay. Those who don't pass the battery by the end of June will be booted out of the public schools. Certified teachers in private education who fail will lose their papers but not necessarily their jobs, as many private schools do not require state certification.

But the tests do not cover individual subjects, such as geography or history and there was a time when teachers were tested in every subject, including their moral character, in contrast to the sample test item above, here's what teachers in White County, Kentucky were expected to know

Reading: Tell briefly what is meant by "word method", "senience method" and "phonic method". Name some selections, prose or poetry, for teaching (a) patriotism, (b)

Writing: What is meant by base line, head line, in-termediate line and top line? Copy a stanza of "America" to show a specimen of your penmanship.

Arithmetic: Berlin is 13 degrees 23' 53" E. and Boston is 7t degrees 4' 9" W. When it is noon at Boston, what time is it in Berlin?

Geography: Draw a map and give the principal countries of Europe and the capitals of the same. Show cause for the growth of the following cities: St. Louis, Buffalo, Baltimore. Grammar: Name the kinds of verbs as to use and as to form. Give illustrations. Write a synopsis of the verb love

in the indicative and potential modes.

Composition: Define unity, coherence, paragraph and diction. Define and give examples of any six figures of speech. Physiology: What are the following: lacteals, lymphatics, thoracic duct, spleen, pancreas? Give a list of communicable diseases. What are the causes of diseases?

Civics: What are some of the internal troubles that are

diseases. What are the causes of diseases?

Civies: What are some of the internal troubles that are menacing the government at present?

History: Write the history of the United States around six topics of great events to show that you know the subject. Prepare your material in mind for a 1 1/4 hours' discussion. Theory and Practice: Plan a lesson in a subject that you

can teach best.

At the university level, a number of professors are beginning to worry that they may be the next target of the new rationality, "If it moves, test it." Various clearinghouses and newsletters on teacher competency lesting have cropped up, serving as trading posts for data on all facets of teacher

serving as trading posts for data on all facets of feather testing.

More than a hundred publishers specializing in education tests now exist, the largest being the Princeton-based Educa-tional Testing Service, which prepares the battery of stan-dardized tests for college admission and graduate school. Some states are now tying increased school funding to the regular reporting of test results. Florida, for example, has earmarked \$820,000 in additional aid to districts that adopt the College Board's Advanced Placement tests — prepared by ETS — which are used by secondary school students to earn college credit. Advanced Placement has seen a 17 per-cent iump nationwide in one year and some 200,000

cent jump nationwide in one year and some 200,000 American high school students signed up for it in 1985. Florida may also be setting a trend among public universities elsewhere in requiring all second-year college students to pass a four-part "college-level academic skills test". The exam is four and a half hours long, consisting of an essay question and multiple choice items in maths, reading and

writing.

IN/PRINTS (Information was supplied by the publisher.)

THE QUEBEC ESTABLISH-MENT: The Ruling Class And The State, 2nd, ed., Pierre Four-nier, Black Rose Books, Montreal, 1978. A study of economic power and corporations, the structure of business elies and their relation-ship to political Quebec, based on questionnaires sent to 100 com-panies and business teaders. The author teaches at the University of Quebec in Momreal.

THE REVISED & EXPANDED CANADIAN TAX & INVEST-MENT GUIDE, Henry B. Zim-mer, Hurtig Publishers, 1985. How to reduce taxes by maximizing benefits and postponing in-come. Includes five new chapters on tax planning for separation and divorce, for retirement, starting or buying a new business, advice for the commissioned salesperson and guidelines for dealing with Revenue Canada. The author works for a firm of chartered accountants.

LETTERS...2

In most temporal-spatial. contexts, it is a minority who are psychologically and social-ly able, willing and determined to criticize and speculate about the subject matter of

Well, Bergel may not want his discharge excised or an apology. I think however that Rutgers should. To me, that seems metaphysically correct.

Charles Kreizschmar Dept. of Sociology University of New Brunswick

Justice for all

No government and no ideology is above criticism. Thus, Michael P. Carroll's letter (November-December, 1985) demanding to know why Palestinian academics were not included in a list of

International Amnesty prisoners published in the CAUT Bulletin was read with interest. Perhaps at the time the list was compiled there were no academics imprisoned, or those that were still imprisoned either advocated violence or supported an organization that advocates violence. For the same reason violence. For the same reason Amnesty International does not consider South African nationalist leader Nelson Mandela a 'Prisoner of conscience.'' Professor Carroll should be aware that, regretably, the PLO does advocate violence.

As past president of the Amnesty International group in Edmonton, I can assure Professor Carroll that the organization vigorously sup-ports Palestinian prisoners of conscience. I have personally written to Israeli officials on such a matter and am pleased to report that the prisoner was

eventually released. Having written the above l must state that I firmly support the democratic State of tsrael and have no reservations about being called a Zionist. However, in reading Professor Carroll's letter other items in it appear to be more than a criticism of Israel. To refer to Zionism as racism, or accuse Canadian academic supporters of tsrael of allegiance to another state, or imply that Palestinian names were left off the published list by a con-spiracy is a bit much and is reminiscent of the defamatory Protocols of the Elders of

There is a need for peace in the Middle East, and justice for both Palestinians and Israelis. Those of us willing to work for this goal must realize it will not come about by name

calling or false accusations.

Joseph M. Kirman Elementary Education University of Alberta

The Teaching Dossier

A guide to its preparation and use

(Revised Edition, 1986)

Bruce M. Shore (McGill)
Stephen F. Foster (British Columbia)
Christopher K. Knapper (Waterloo)
Gilles G. Nadeau (Moncton)
Neill Neill (Guelph)
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With the help of faculty members of the Centre for Teaching and Learning Services, McGill University

French translation by Louise Caron (CAUT)



Canadian Association of University Teachers

History of the teaching dossier

This document, originally published in 1980, has been revised in the hope that it will continue to aid in the development of faculty evaluation procedures in universities. The authors are eager to receive comments, sug-

gestions and reports on the use of the Teaching Dossier: A Guide to its Preparation and Use. They are especially interested in feedback concerning the utility and credibility of the items in Parts 2 and 3. The authors acknowledge that some points ap-

pear to be repeated too often when one is reading the entire document. They anticipate, however, that use of the Guide will be selective and the same concerns are relevant to more than one section.

To the user: The six parts to the guide

Part 1 contains a general explanation of what a teaching dossier is and how it can be a useful and even necessary part of a curriculum vitae.

Part 2 includes advice to administrators on the use of teaching dossiers for hiring, salary, promotion and tenure decisions, and on their relation to other parts of a professor's complete curriculum vitae.

Part 3 describes how to create a teaching dossier and includes a 'List of Possible Items in a Teaching Dossier.' This part is the most important from the point of view of a professor.

Part 4 contains summary descriptions of the items in the 'List of Possible Items in a Teaching Dossier.'

Part 5 contains examples of the various elements of a sample teaching dossier.

Part 6 is a selected bibliography.

What is a teaching dossier?

A teaching dossier is a summary of a professor's major teaching accomplishments and strengths. It is to a professor's teaching what lists of publications, grants, and academic honors are to research.

The teaching dossier is intended to provide selected short descriptions that will accurately convey the scope and quality of the professor's teaching. A summary of information compiled for the dossier may become

a part of the curriculum vitae (CV). Just as statements about research in a CV should be supportable by more complete evidence (e.g. citations of published papers or actual research data), so statements made in a teaching dossier should be substantiated by more complete evidence related to teaching activity. A teaching dossier would not normally be more than about three pages long, a reasonable amount to ask someone to

read.

Although reference is made to the 'CV' throughout the Guide, it is recognized that universities vary in their requirements for annual submissions from professors. Some, for example, use a standard report form which the professor updates annually. The term 'CV' is used throughout the Guide to refer to the document, whatever it is called locally, which the professor updates periodically to show cumulative accomplishments.

(1) Evaluating professors and evaluating teaching

When a university evaluates the overall performance of its faculty it usually claims to pay atten-tion to the four parts of the professor's role:

mance of its faculty it usually chains to pay artision to the lour parts of the professor's role:

1. teaching,
2. recearch and scholarship,
3. participation in university governance, and
4. service to the cummunity.
How are formal evaluations of research, governance, and service actually made? The professor may publish books and articles, perform, exhibit, speak at conference, and be invited to appear as an expert. As evidence of success a written record of these events is insally compiled. With time, the professor becomes selective about what is recorded in the CV, ammarizing lesser works with work statements as "and ID-odd other papers, reviews and talks." For hold major and minor items backup material, such as copies of reports, papers and speeches is retained and offered as evidence of good work. There is wide respect for the right of the individual professor to decide how to organize the CV and what to emphasize in order to create the desired impression. Another commonly described part of a professor's work is contributions to the university's governance through committee and administrative service. These efflors are also recorded in the CV with, for examples exercise one water taken proceedings over efforts are also recorded in the CV with, for exam-ple, service on senate taking precedence over membership on departmental committees, and coordination of a major new program taking precedence over both. Similar summaries list the supervision of graduate students, the progurement of research grants and the participation in outside community

To sum up, in research, governance and service, the professor takes the initiative in keeping selective records of competence and effectiveness. This done as much out of pride in accomplishment

in response to the need for material for evaluation. Even long-tenured full professors are typically able to produce an up-to-date CV on short notice. The recording of competence and effectiveness in teaching is different from research or service. First,

many professors do not keep good records of their accomplishments as teachers, even when they pride themselves on being first-rate instructors. More imthemselves on being first-rate instructors. More Importantly, many do not recognize the need for taking the initiative in the area of teaching; they seem to regard the collection of information for the evaluation of teaching as being the responsibility of others. There are multiple reasons for the failure of the professor to take the mitiative in recording evidence of good teaching and several of these are reviewed below. One of the reasons is lack of knowledge about how or what to record, and it is the major purpose of the Guide to address this problem.

Before reviewing the evaluation of teaching in Before reviewing the evaluation of teaching in universities, two swertions must be made about nunversity teachers. First, it is indisputable that teachers generally do care about their teaching. Second, they are comen to call themselves university teachers as well as chemists, historians and lawyers as expressed in the fulle of the Canadian Association of University Teachers). The unabashed acceptance of these two assertions underlies the idea of the Guide to the Teaching Dossier.

the Guide to the Teaching Dossier, fust as obvious as the professor's personal concern about teaching is the common absence of evidence of good teaching in the usual CV. If more information is included, it usually consists of the results of student questionnaires which frequently are developed and administered without the direct posteriorities of the professor concerned. The participation of the professor concerned. The elements of personal selectivity and the opportuni-

ty to put a best foot forward tend to be absent.

Evaluating the teaching of a professor is part of his or her overall evaluation, but it has not usually his or her overall evaluation, but it has not usually been accorded expal antention with the other parts of a professor's role. Why has teaching been undervalued by those who conduct evaluations? One reason is that professor's conduct their research and service in a broader forum than they do their teaching, providing wider sources of possible information. In addition, as mentioned above, professors have not learned to take the initiative in keeping a record of accomplishments in teaching. This in part may stem from the fact that professors, even in conduct retaining were faunt to recognize and may stem from the fact that professors, even in graduate raining, were taught to recognize and advertise success in areas of endeavor other than teaching. They might well have held teaching assistantiships or actually have taught courses, but seldom was this teaching observed, evaluated, and tunored by the supervisor. Although there have been signs of change in some Canadian universities, teaching is still largely undervalued in graduate programs, except as a contribution to the teaching load of the department. of the department

Professors can be nut on the defensive when teaching is questioned. Defensiveness results in part from their usually passive role in the evaluation process; others - students, committees, university administrators and occasionally government of ficial and agencies - often design and control the use of questiomaires or interviews and even delve into maters of course content and organization with which the professor has the most intimate involvement. This negative situation especially applies to students' attempts to make judgments about courses. It may also place constraints on the professors' freedom to also place constraints on the professors' freedom to collect unofficial, confidential, and tailor-made in-

formation to check how they are doing and how they formation to check how they are doing and now iney ingiht improve heir courses or teaching. Part of the solution to such problems is to help professors decide what information to collect for what purposes, how to do it, and how to present it. These are the main purposes of this document. Only when this is done will those charged with evaluating the professor's will those charged with evaluating the professor's nance accord the teaching function its pro-

It is very important to remember that the evaluation of teaching is a larger question that the assessment of the performance of the instructor alone. The
professor ultimately influences only some of the
many variables that affect student learning and student satisfaction. Teaching successfully in the university involves great reliance on student motivation and
ability as well as on the quality and cooperation of
libraries, computing centres, laboratory simply companies and bookstores. It also requires over support for teaching by one's ninversity, teaching must
receive direct and indirect support by public honors,
sabbatical leaves, promotions, men't raises, and the
like if it is to have the prestige accorded to other
activities, particularly research, which compete for
the professor's finite time and energy.

The Guide to the Teaching Posiciot tackles only. It is very important to remember that the evalua-

The Guide to the Teaching Dossier tackles only one part of the whole evaluation matrix. Specifically its seeks to describe ways for the professor to replace hearsay and general impressions about teaching, and to augment or replace, with other information, as appropriate, opinions collected by questionmaires indicative of competent teaching, in order to do this, the professor, in preparing his or her dossier, should clearly understand the distinctions among the three major purposes of evaluations outlined in the following section.

Purposes of evaluation

There are many reasons for evaluating teaching.
The three most important are:

tree most important are:

1. In improve the quality of teaching based on a knowledge of strengths and weaknesses,

2. to help students make choices among

2. to help students make enoises among courses, and 3.tu include teaching effectiveness among the criteria for career advancement deelsions. The first purpose of evaluating teaching, and ultimately the most important to the teaching role of the university, is the improvement of instruction. Principal characteristics of evaluation conducted for this purpose should be that (a) data are collected earliers and the conduction of the conduction o ly and often, not just at the end of a course, (b) results are confidential to the instructor, and (e) assistance is available to instructors to permit them

assistance is available to instructors to permit them to modify their instructional techniques. Without such assistance, gathering data is often counterproductive. Fine phrase 'early and often' does not accessarily just mean repeated paperwork. The second purpose for evaluating teaching is to provide information for students to make course choices. The information is often obtained by questionnaire at the end of a course and is often essentially a poll of students' likes and dislikes. It may include impressions of course work/load and the many a point of various stress and offstikes. It may include impressions of course workload and the characteristics of the instructors. The questionnaire results are frequently published, sometimes with comments. Unfortunately such published evalua-tions rarely report the changes altempted in a course as the result of earlier evaluations, and they usual-ly ignore the busher previously mentioned influences on the quality of reaching. These evaluations are nevertheless useful for students, especially when detailed course guides are not available and students must rely on (usually inadequate) calendar descrip-

tions, Yet courses do change and even the utility of such "anti-calendars" is often short-lived. The third purpose of evaluation is to include teaching effectiveness among the criteria used in decision-making associated with contract renewal, promotion, tenure, and salary increments for ex-perienced faculty. For this purpose the evaluation of teaching is in greatest need of yalid, direct input from individual professors. Administrators peers rarely have quantitative information on w to assess the teaching performance of a profe other than that generated by student questionna

other than that generated by student questionnaires. The Guide supplies alternatives to such questionnaires by providing a much broader range of evidence on effective teaching performance.

For the present, the following points are simply stated as maxims. No professor should be expected to participate in evaluation on the basis of inappropriate or grossly incomplete criteria. Well-designed and appropriately used institutional evaluation procedures should be augmented by a personally prepared teaching dosser in which the faculty members. You their best foot forward. When seekprepared teaching dosser in which the laculty members 'put their best foot forward' when seek-ing advancement. Furthermore, this use of the dosser is occasional; it should be secondary to the professor's continuing reflection on his or her teaching responsibilities. The dossier approach to recording teaching accomplishments is intended to recording teaching accomplishments is intended to augment compulsory teaching evaluation by questionnaire alone. Teaching is a highly creative activity whose success can be shown by a variety of data from different sources. There is unfortunately a tendency for some administrators and government agencies to measure productivity or output by such exercise by related to the control by calculated to the control of the control by calculated to desire a reaches quiety series. marginally relevant indices as teacher-student con-tact hours; they have little choice, however, unless they are shown more academically appropriate methods of evaluation.

methods of evaluation.

The teaching dossier is one comprehensive example of an evaluation approach much more likely to result in genuine 'quality control' and sound morale than any so-called productivity measure. It is effectiveness that is the hallmark of a strong university, not efficiency. The university teacher with the aid of the Guide can add evidence of successful teaching to a portfolio of accomplishments in other areas. The portfolio will grow indefinitely. Like a publication list, it will be selective, and the hard evidence to support the summary should be available when needed, like a copy of a publication. The Guide could also be entitled. "How to Add Evidence of Good Teaching to Your CV."

It is alwa important to point out that a well-

It is also important to point out that a well-emstructed and maintained teaching dossier may be useful if faculty members find it necessary to appeal against negative decisions on appointment

renewal, promotion, tenure or dismissal. The prorefievail, profitorium, reture or unsitusal. The pro-cedures which are now commonly used by ar-bitrators or members of appeal panels require it formal whanission of persuasive evidence. Such per-sons are charged with evaluating such evidence. The maintenance of records of teaching effectiveness will enhance the persuasiveness of a faculty member's ap-peal when this is in question.

Faculty members should not initiate grievances arising out of negative assessments of their teaching effectiveness (or on any other issue, for flust mail-ter) without consulting the faculty association or union. Though they may wish later to reject the advice, it is important in know the legal and historical proceduals for initials principle, at their consistences of their consistences. precedents for similar grievances at their own univer-sities and elsewhere in the country. Faculty members who do not consult their associations before pro-ceeding with a grievance can unintentionally damage their own cases or the cases of eolleagues.

Summary of general characteristics and advantages of teaching dossier approach

1. A record is kept of a professor's teaching accomplishments in the same manner as a record is

kept of research accomplishments.

The professor is the editor. He or she takes responsibility for deciding to include some things and to exclude others.

and to exclude others.

3. When faced with a challenge about the quality of teaching, the professor takes the initiative in speci-

fying some of the criteria by which he or she is to be judged. This will reduce the reliance on inappropriate or biased criteria.

4. There is some probability that in keeping a record

of effective teaching, the professor will make choices that make good performance more likely, and thus be seen by others to be concerned with quality teaching.

Administrative use of the teaching dossier

Since it was first published in 1980, the dossier has attracted considerable attention in North America and beyond. CAUT and the authors' universities and oeyona. CAD and the authors universines have distributed many thousands of copies, and the document has been reprinted on several occasions. The dossier approach has been mentioned in a number of important books on teaching evaluation published in Canada; file USA, and Australia. A few institutions have adopted the dossier (or 'portfolio' as it is sometimes known) as the standard method of evaluation for all faculty. At the same time, it is probably true to say that most universities using the dossier do not do so as a routine matter, but rather for 'special occasions' — when promotion or tenure is being considered for an individual whose special varengists lie in the teaching area.

His certainly reasonable for such a professor to prevent the best possible ease, and compilation of a teaching dossier is an excellent way to serve this teach. However there may be a danger of creating two classes of academic citizens — those who present their credentials in a none conventional way and rely heavily on a record of publications and scholarly work, and a (pertaps) smaller group who wish to work. have distributed many thousands of copies, and the

work, and a (perhaps) smaller group who wish to emphasize teaching and record their ac-complishments in a dossier. Since teaching is a ma-jor component of the duties of virtually all pro-

fessors, the authors of this guide would like to see documentation of teaching activities carried out by all instructors on a routine basis, even if the formal all instructors on a routine basis, even if the formal presentation of a dossier is reserved for more important points in the person's career. A common observation to this process—by administrators such as department chairpersons and deams as well as by some professor—is that it involves time and effort. This is certainly true, as it is with most worthwhile endeavors. In response it can be argued that since teaching is undoubtedly a basic raison d'être of universities, then it would be absurd to fail to or universities, then it would be absurd to fail to or universities, then it would be absurd to fail to or on the basis of perfunctory evidence, such as a summary score from one item on a student questionnaire. In other words, if teaching is worth examinate and resources will have to be made by the instructors and administrators concerned.

and resources will have to be made by the instruc-tors and administrators concerned.
Faculty members can only benefit by a review of their teaching. The review process should reveal to them shortcomings in their teaching and alternative ways of approaching teaching. Unfortunately, if the teaching dossier were used for only these purposes, it might not gain widespread acceptance. This is at least in part because using feedback about teaching to make improvements in course content or the man-

ner of its presentation is to a considerable extent a private matter. Its main attraction to most professors will likely be the chance it provides to describe and justify their teaching accomplishments when it comes time for tenure, merit and promotion decisions. There is no easy way to predict just how the teaching dossier will be used. However, there ap-pears to be widespread dissatisfaction with the most

pears to be widespread dissatisfaction with the most common current procedures for evaluating teaching, namely by gossip or by the use of oversimplified results of student evaluations. When facetily incorporate their teaching dossiers into their curricital viace, administrators will pay careful attention to this information because it fills a vacuum among the current bases for performance review. The mere use of the teaching dossier by numbers of faculty should accomplish something, especially it is coupled with discontinuous considered by the appropriate review body. Individual professors will express in their own way the unique aspects of their teaching, and the variety of reliable data which demonstrate it. The dossier should be regularly, perhaps annually, brought up to date.

to date.

Another issue is the probability of universities accepting the teaching dossier as valid evidence. A teaching dossier will have its intended effect only

when personnel decision makers and teaching faculty come to trust the approach. An important element in the validity and success of the leaching dossler is the regular exchange of views between an administrator and a professor about teaching, respinsibilities, the ancillary duties related to teaching, and indeed any of the List of Possible Items for a Teaching Dossier, with the opportunity for the later addition of other relevant data. Such a discussion should touch not only on expectations, but also on the manner in which they are reported. If there is any potential danger in the evaluation of teaching it is that the administrator will say to the instructor that the data submitted do not evaluate areas of prime concern as indicators of teaching success and perhaps even cover tip areas of suspected weakness. Conflict is extremely unlikely with a regular discussion such as is proposed, especially if the discussion is documented by an exchange of memos. The teaching dossier used in the foregoing manner becomes an important and rivised instrument, and the proposed of the control of the c

adaptable across different units of the university.

The biggest problem in any evaluation is deciding the criteria by which decisions are to be made. The teaching dossier, when guided by prior discussion

as described above, includes both criteria and a pro-cedure for applying them. There are some questions of criteria that go beyond the teaching dossier, however. These include the level of performance which might be expected of students or the value of ratings given by students. These are parts of a

more technical evaluation which on increasing numbers of campuses is aided by a teaching con-sultation service.

The submission of teaching dossiers as a part of CV's will be facilitated if miversity assembles at different levels accept the teaching dossier as describ-

STEP 2: Select criteria for effective teaching: The List of Possible Items for a Teaching Dossier is ex-ammed. Should any item require clarification, Part

cd in this report as an acceptable format for pro-viding evidence on the quality of instruction. The teaching dossier approach is intended to be usable independently by individuals, but effective evalua-tion procedures will be aided by the use of expert advise on evaluation available on campuses. Where

this support has not been organized in a pedagogical centre, consideration should be given to making it available through establishment of a committee or unit for the improvement of teaching

3) How to create a teaching dossier

The purpose of Part 3 is to present to the reader six steps to creating a useful teaching dossier and to provide a List of Possible Items for a Teaching Dossier.

Dossier.

Before proceeding through the steps, two points should be noted. First, it must be stressed that the List is not composed of things the professor must always do. Rather it is a list of many possibilities from which the professor can select items most relevant to his or het teaching situation. The second caution is with regard to the use of the word "evidence". It might have been more accurate to speak of some items as providing "information that can be useful in evaluating teaching" and other items as providing "evidence". In the present context no distinction is made, since it was felt that most users of the guide would be able to make their own judgements about how strong a piece of "evidence" was.

was.

STEP 1: Clarify teaching responsibilities: There often exists between colleagues an informal understanding concerning teaching responsibilities and criteria for teaching success. The first step in preparing the teaching dossier is to summarize these understandings in a short paragraph or two. Points cowered might include understandings about the numbers and types of courses to be taught, how students are to be evaluated, and the nature of progress expected by students. The sample dossier in Part 5 begins with such a statement. Where such an understanding does not exist, the consequence can be arbitrary and shifting evaluation criteria. Where there is no informal understanding the professor should include a hrief statement of his or her awa assumptions concerning responsibilities and obligations.

4 contains descriptions, rationales and examples. Paying particular attention to the statement in Step I, the professor selects those items which are most I, the professor selects those firms which are most applicable to his or her assigned teaching responsibilities and prepares a statement about accomplishments in each area. Item choice should also accommodate the professor's personal preferences STEP 3: Order the criteria: The statements are ar-

SIEP 3: Order the criteria: The statements are arranged in the order which best fits their intended use. For example, if the professor is trying to demonstrate improvement in teaching, entries that in the short run lead to improvements would be emphasized, e.g. maintaining a record of the changes resulting from self-evaluation (item 18) is probably more immediately useful than "Pursun of a line of research that contributes directly to teaching" (item 28).

The statements may be organized in paragraphs or in point form and under headings which draw attention to the importance of some items and to the supplementary nature of others. Brief elabora-tions or annotations should be added to items which constitute major evidence.

STEP 4: Compile back-up evidence: Copies of all printed items referred to in the dossier should be kept by the professor. These would include such things as examination papers, original replies to course evaluation questionnaires, letters from chairman and students, and samples of student work. These materials are not part of the dossier, but are back-up information in case 'original' evidence is

required.

To complete the dossier the professor adds a sentence which gives assurance that such materials are on file and are available on request

STEP 5: Incorporate dossier into curriculum vitae: The professor inserts the completed dossier into the CV under the heading of "Teaching" or "Instruction". Precisely where it is placed in the CV in relation to the sections on scholarship and service should reflect the relative place of teaching among the pro-fessor's university responsibilities.

STEP 6: (optional) Add exemplary materials: When

the professor submits the updated CV to a promo-tion and tenure committee, the CV may be accom-panted by a few pages of material which illustrate some of the major evidence referred to. An ex-emplary course outline, or reading list, an examina-tion keyed to objectives, a numerical summary of student course evaluations or unsolicited letters of praise from students might be well worth including with the CV. The advisability of this step depends very much on local customs, but is likely to be especially important when a professor is confron-ting a major career decision, such as senure or promotion.

Assistance may be available

Although the foregoing steps are meant to be readily taken without assistance, there are advan-tages to seeking assistance from a teaching consultation service if one exists on the professor's campus. Such a service may be helpful in reaching an understanding with a chairman when no understanduncerstanding with a charmsquene no understanding with a charmsquene from the dossier (Step 2) or in organizing the material propitiously (Step 5). Even if all the steps have gone smoothly, the professor might find it useful to request a confidential opinion on his dossier from a teaching consultant or a trusted colleague before submitting fit.

One of the bittest problems in with a trusted colleague.

One of the biggest problems in using teaching evaluation data for career advancement decisions is knowing how to set criteria for distinguishing between successful and unsuccessful teaching per

formance. A teaching consultation service can con-tribute its experience here. If squabbles over eriteria are to be avoided, there is a very important stage to go through before the data are used for career advancement decisions. In anticipation of such use, professors in cooperation with their administrators. professors in cooperation with their administrators, should be able to gain personal, confidential, non-threatening experience in using the contemplated procedures for purposes of improving their teaching. Such experience is necessary so that teachers can learn how to keep and use valid, even interesting, records of reaching, just as they now do for research. If this learning can take place before evaluation data are used for career advancement decisions, much anxiety can be avoided and students will receive better teaching. ter teaching

Possible items for inclusion

(These items are explained in detail in Part 4.)

Faculty members should recognize which of the Faculty members should recognize which of the terms which might be included in a teaching dossier would most effectively give a favorable impression of teaching competence and which might better be used for self-evaluation and improvement. The dossier should be compiled to make the best possi-ble case for teaching effectiveness.

THE PRODUCTS OF GOOD TEACHING

Students' seores on teacher-made or standar-dized tests, possibly before and after a course has been taken as evidence of learning.
 Student laboratory workbooks and other kinds

of workbooks or logs.

3. Student essays, creative work, and project or field-work reports.
4. Publications by students on course-related

A record of students who select and succeed

in advanced courses of study in the field.

6. A record of students who elect another course with the same professor.

7. Evidence of effective supervision of Honors, Master's or Ph.D. theses. 8. Setting up or running a successful internship

9. Documentary evidence of the effect of courses on student career choice.
10. Documentary evidence of help given by the professor to students in securing employment.
11. Evidence of help given to colleagues on teaching improvement

MATERIAL FROM ONESELF

Descriptive material on current and recent teaching responsibilities and practices.

12. List of course titles and numbers, unit values

or credits, enrolments with brief elaboration.

13. List of course materials prepared for students.

14. Information on professor's availability to

15. Report on identification of student difficulties and encouragement of student participation in

courses or programs.

16. Description of how films, computers or other nonprint materials were used in teaching.

17. Steps taken to emphasize the interrelatedness and relevance of different kinds of learning.

Description of steps taken to evaluate and impruve

one's teaching.

18. Maintaining a record of the changes resulting

Naintaming a record of the changes resulting from self-evaluation.
 P. Reading journals on improving teaching and attempting to implement acquired ideas.
 20. Reviewing new teaching materials for possi-

21. Exchanging course materials with a colleague from another institution.
22. Conducting research on one's own teaching

or cottrse.

23. Becoming involved in an association or society neerned with the improvement of teaching and

learning.

24. Attempting instructional innovations and evaluating their effectiveness.

evaluating their effectiveness.

25. Using general support services such as the Education Resources Information Centre (ERIC) in improving one's teaching.

26. Participating in seminars, workships and professional meetings intended to improve teaching.

27. Participating in course or curriculum development. development.

28. Pursuing a line of research that contributes directly to teaching.

29. Preparing a textbook or other instructional

30. Editing or contributing to a professional jour-

nal on teaching one's subject. INFORMATION FROM OTHERS

31. Student course and teaching evaluation data

31. Student course and teaching evaluation data which suggest improvements or produce an overall rating of effectiveness or satisfaction.

32. Written comments from a student committee to evaluate courses and provide feedback.

33. Unstructured (and possibly unsolicited) written evaluations by students, including written comments on exams and letters received after a course has been completed.

34. Documented executs of satisfaction with our.

34. Documented reports of satisfaction with outof-class contacts.

35. Interview data collected from students after

completion of a course.

36. Honors received from students, such as being elected 'teacher of the year',

Colleagues:

Colleagues:
37. Statements from colleagues who have observed teaching either as intembers of a teaching team or as independent observers of a particular course, or who reach other sections of the same course.
38. Written comments from those who reach courses for which a particular course is a precedulist.

39 Evaluation of contributions to course develop-

ment and improvement.

40. Statements from colleagues from other institutrons on such matters as how well students have been prepared for graduate stirdies.

41 Honors or recognition such as a distinguish-

ed teacher award or election to a committee on

42. Requests for advice or acknowledgement of advice received by a committee on teaching or similar

Other sources:
43. Statements about teaching achievements from administrators at one's own mstitution or from other

administrators at one's own mistrutions or from other instrutions.

44 Alumnir ratings or other graduate feedback.
45. Comments from parents of students.
46. Reports from employers of students (e.g., in a work-study or "cooperative" program).
47. Invitations to teach for outside agencies.
48. Invitations to contribute to the teaching

literature.
49. Other kinds of myitations based on one's reputation as a teacher (for example, a media in-terview on a successful teaching innovation).

(4)Summary of items for a teaching dossier

In the same order as the items were presented in In the same order as the tlems were presented in the checklist above, there follow descriptions, ra-tionales and examples for each of the possible en-ries. As the possible categories vary considerably in complexity and content, the format is not com-pletely uniform, but an effort has been made to keep the entries as constitent as possible.

The products of good teaching

1. Students' series on teacher-made or standar-dized tests, possibly before and after a course has been taken.

Description: Class average scores or range of overall results with an indication of the standard against which these are to be jirdged, e.g., a high

pass rate in a course compared to many failures in the past, or overall high scores, perhaps with rank scores for performance on a national test. Demonstrations that test scores have improved as the result of a course pre-test - post-test comparison. Rationale: Student learning is the prime goal of

Rationale Student learning is the prime goal of teaching. Performance on tests, however, is clearly influenced by selection of students, the difficulty of the content, and the quality of the examinations themselves. Since most sudents succeed most of the time, test data should be offered when a teaching assignment is known to offered when a teaching assignment is known to offer a particular challenge and where it is agreed in advance that successful learning is indeed likely to be the result of the instructor's ability and effort.

Example: In the first year of a new genetics course for students without backgrounds in quantitative methods, all students claimed nearly total ignorance of the content at the outset, but all passed (10% receiving A) a final exam which had been prepared with the advice of the departmental curriculum

2. Student laboratory workbooks and other kinds

2. Student innoratinfy workbooks and other kinds of workhooks or lngs. Description: Exemplary work noted in the dossier and partly appended. Additional artestation to the quality can be useful but is not necessary. Rationale: Student work done for a course is often

the most persuasive evidence of effective learning and teaching. In project-based courses, laboratories or internships, which may replict be on the replication of the replication of the replication of excellent work may be included. This not only provided the replication of the replication of the replication of the replication of excellent work may be included. This not only provided the replication of the replication of excellent work may be included. This not can the influence of the replication of t are unlikely to have been part of the entering stu-

are unixely to have been part of the chiefing sud-dent's repertoire.

Example: In an anthropology contract on ethnographic methods in the study of social institu-tions, students acquired a professional degree of sophistication in recording and recognizing

statements and incidents which provide insight m-to matitutional functioning.

3.Student esssays, creative work and project or fieldwark reparts.

fieldwark reports.

Description: In addition to evidence of mproved performance on tests (see item I) examples of exemplary work, can be appended.

Rationale: Like examination results, essays and reports are among the most common bases of student assessment. Excerpts should be offered when such information would be regarded as the outcome of particular effort or a bility on the part of the instructor and, even their, their inclusion might be optional.

optional.

Example: A section of a developmental psychology course reserved for students in the health secincies, and not noted by members of the department for producing written work comparable in quality to other sections, yielded work which is an easy match. In particular this followed specific access:

4. Publications by students on course-related

Description: A short list of such publications, either in a standard bibliographic format or in sum-

either in a standard bibliographic format or in sum-mary statement.

Rationale: While the quality of the work itself may be a result of factors beyond the instructor's input, publication is rarely achieved without encourage-ment and guidance from a professor. At the very least it shows interest in and attention toward high quality student work. Publication by students is usually an exceptional achievement and is even less likely in fields where journals are scarce. Example: One student project in this Ecology course has been accepted for publication by the Jour-nal of Ecology (author/title).

5. A record of students who select and succeed in advanced course of study in the field.

Description: A scattence noting the percentage of students completing a course who go on to further courses in the area and succeed therein.

Rationale: These data may be requested when a course's purpose is to provoke interest in a subject, or voluntered when continuation in a subject exceeds expectation. In either case a baseline of previous data is essential for fair comparison. Numbers of students choosing honors or major proposed to the course of th

noted nere.

Example: This biology course is prerequisite to all advanced zoology courses; 80% of students from my sections continue to further courses, compared to 70% overall in the past five years of multiple sections, and none has failed an upper-level course.

A record of students who select another course with the same professor.

Description: A sentence noting the numbers and

courses involved, and mention of the entirely volun-

courses involved, and mention of the entirely voluntary nature of the choice.

Rationale: This is information which can be voluntecred by the instructor to supplement data in item 12 and it could be accompanied by data supporting high quality of student learning (perhaps high grades).

Example: Over the last three years 40 of the 105 students who have taken course III have taken Course 222 in a subsequent term, the latter being optional for almost all of them.

7. Evidence of effective supervision of honors,

aster's or Ph.D. theses.

Description: Data on completion rates for students being supervised, evidence of student success in subsequent careers (academic or non-academic), perhaps mention of prizes awarded for outstanding dissertations.

perhaps mention of prizes awarded for outstanding dissertations.

Rationale: While many faculty regard supervision of student thesis work as part of their research commitments fand may record it in the research component of their CV), supervision of student projects and dissertations is also an important component of teaching for most professors, and one that is frequently overlooked or taken for granted. Graduate teaching often goes relatively unscrutinized, perhaps because the relatively small numbers of students involved make gathering data (e.g. by questionnaire) more difficult than for undergraduate instruction. Here the personal testimony of graduates or colleagues is likely to be of special importance.

Example: During the past year four students control.

Example: During the past year four students com-pleted their honours theses under my supervision. Two students successfully defended their MA theses, and one her doctoral thesis: I continue to supervise and one ner doctoral thesis? Formulate to supervise a further three students at the Master's level and one doctoral candidate. Over the past five years my supervisory load has been about average for the department in the case of honours and doctoral students, but above average for Master's students. Average time for completing theses has been 30 months for Master's students (compared to 36 months for the department as a whole) and five and a half years for Ph.D. students (the same as the department average). Over half my MA students have gone on to doctoral work either here or in other universities. Last year one of my Ph.D. students received an award from the American Psychological Association for the best unpublished thesis in the area of mental retardation.

8. Setting up or running a successful internship

program.

Description: Brief description of the nature of the internship scheme, how it fits into the program as a whole, number of students involved, and the faculty member's role.

Rationale: In many professional programs, intern-ships or other types of placement within a work set-ting are an important part of training at either the

ships or other types of placement within a work setting are an important part of training at either the undergraduate or graduate level. Although the work done to establish and administer such programs is perhaps not direct teaching, it contributes greatly to the learning experience of students, as well as providing a valuable link with members of the profession. The number and range of placement opportunities might be mentioned, and the opinions of both students and their supervisors in the field setting could be solicited.

Example: A clinical internship program was established for four-year honors students, involving three months work each summer, and equivalent to a full year course. Program planning involved extensive contact with clinical agencies as well as gaining approval from appropriate academic bodies within the university. In the first year 22 students have been placed in eight different agencies (details on file). A questionnaire administered to students and field supervisors indicates a high degree of satisfaction among both groups (stummary of questionnaires available on request).

DESCRIPTION OF STEPS TAKEN TO EVALUATE AND IMPROVE ONE'S TEACHING.

18. Maintaining a record of the changes resulting from self-evaluation.

Description: A short list of improvements made to courses and changes in presentation methods. Rationale: Recurrent attention to small but significant parts of instructional responsibilities is a useful indicator of concern with teaching. An item such as this should be endorsed in advance by ad-

19. Reading journals on improving leaching and attempting to implement acquired ideas. Description: Brief statement or list of journals regularly consulted, perhaps followed by an example of ideas gleaned.

Rationales 'Such journals, in many cases devoted to specific disciplines, provide a link between scholarship in the subject or discipline matter and concerns about how it is best learned. (Reference librarians and instructional development centres can librarians and instructional development centres can

assist in identifying and locating such journals.)

Example: The Journal of Chemical Education and Change are regularly read. The Journal of Chemical Education and Change are regularly read, The Journal is the source of the idea for the much appreciated videotaped demonstration experiments in the drop-in

20. Reviewing new teaching materials for possi-

computer programs, etc.).
Rationale: This item reflects involvement in ongoing curriculum revision, and awareness of ned developments. Since reviewing new textbooks is a fairly routine matter for most instructors, emphasis should be placed, in this item, on other sorts of materials.

Example: Consideration is being given in this course to adapting a new set of single concept film loops produced by a committee of the Canadian Association of Art Professors.

21. Exchanging course malerials with a colleague om another institution.

Description: As titled.

Description: As titled.

Rationaler Teaching is often an isolated profession in that we very rarely see another colleague in the classroom or even share course materials, such as reading lists, handouts, notes, and so on. Exchanging such materials with colleagues can frequently be beneficial, but may be especially so when the course being taught is a new venture and an abundance of curricular material (textbooks, films, etc.) may not exist.

Documentary evidence of effects of courses on student career choice.

student career choice.

Description: Testimonials from employers or students about the instructor's influence on career choice, or perhaps evidence from a departmental study of student career choice.

Rationales Such information when volunteered, could be regarded by peers widence of an instructor's enthusiasm and sament even though its could be regarded by the same of the country of the same of the sa

10. Documentary evidence of help given by the professor to students in securing employment.

Description: Similar to Item 9 above, with an emphasis on positive hirring decisions linked to learning experience in the instructor's courses.

Rationate: As in Item 9, with the added emphasis on job success in the community where graduates are employed (a particular case of Item 46).

Example: Appended are the results of a post-graduation employment survey of students in which several noted the thoroughness of their instruction in Course 423 as instrumental in meeting employment requirements in their field and in their moving ahead quickly. ing ahead quickly.

II. Evidence of help given to colleagues on teaching

Description: A statement about the extent to

Description: A statement about the extent to which colleagues or teaching assistants requested ad-vice and what help was provided. Rationale: If one is in demand as a teaching resource this is a significant contribution to teaching. Example: Letter of thanks from the teaching assistants union for giving a talk on effective

as this should be endorsed in advance by ad-ministrators since some instructors might feel that describing improvements could imply weakness. The data may be collected formally or informally, Example: In recent years there has been a decline in the number of students with strong quantitative backgrounds and I have reoriented several early classes to include some of the relevant mathematical concepts in terms they can better understand.

Description: Brief mention of the attention paid to noteworthy new teaching materials (texts, films,

Example: During the past year my course on male sexuality was offered for the first time. As a result of extensive enquiries among other psychology departments and contacts with the Division on departments and contacts with the Division on Teaching of the American Psychological Associa-tion, I was able to identify three similar courses of-fered at other North American universities. I have corresponded with all the instructors concerned, and we have exchanged course material, including reading lists, syllabi, and examples of assignments. All four of us have subsequently modified our courses to some extent. (I have the relyevant cor-respondence available for examination.)

22. Conducting research on one's own teaching

or course.

Description: A paragraph description of such study, or a cross-reference to a published report of it.

Rationale: Such studies can provide valuable insights into teaching effectiveness of relevance to the

professor's own institution and beyond.

Example: This course was used to study the effect of students designing their own laboratory exercises. It was found that for most of the topies their plans were equally illustrative of the concepts, were safe in the use of materials, were enjoyed more in execution, and were better remembered at the end of the course. For a few topics, instructor-prepared exercises remained superior. Laboratories now include both types of exercises.

23. Becoming involved in an association or society concerned with the improvement of teaching and

tearning.

Description: This might involve serving on com-mittees, contributing to the organization's newslet-ter with information about teaching, running for of-fice, helping organize the annual conference, and so on. Membership alone is probably not a suffi-cient indicator of active involvement to meril special

Rationale: In addition to divisions of professional Rationale: In addition to divisions of professional associations concerned with the teaching of the discipline there exist a number of provincial, national and international associations that have as their main objective the improvement of teaching and learning in higher deducation. Examples include the Society for Research into Higher Education in Britain, nig in higher deducation, as the Professional and Organizational Development Society of Australasia, the Professional and Organizational Development Network in the United States, and the Society for Teaching and Learning in Higher Education in Canada. Many Canadian academies contribute to associations of this kind in a variety of ways, and this serves to enhance not only

academies contribute to associations of this kind in a variety of ways, and this serves to enhane not only their own teaching but the teaching of colleagues. Exampler For the past three years I have been actively involved in STLHE, this year serving as a member of the steering comittee with special responsibility for selection of papers for the annual conference. In addition I am a member of the program committee of the Division on Teaching of the Association of McGleval Scholars.

24. Alternities instructional innovations and

Association of Mcdieval Scholars, 24. Altempling instructional innovalions and evaluating their effectiveness. Description: Summaries of procedures or materials adopted. This differs from Item 22 in that there need not be a connection to research involv-ing one's own teaching. Methodology is emphasiz-ed over content. The two aspects are not mutually exclusive.

Rationale: Attempts to enhance teaching include Rationale: Attempts to enhance tracking include adopting, permanently or on a trial basis, new ideas developed elsewhere. This item normally refers to relatively large and visible steps such as the use of team teaching, computer-based instruction, or modularization of a course. Relevant information night follow the course listing.

Example: The unit tests in this course are administered and scored on-line by computer, from a pool of item taken (with permission) from the textbook. The facility also allows students to leave con-

Material from oneself

DESCRIPTIVE MATERIAL ON CURRENT AND RECENT TEACHING RESPONSIBILITIES AND PRACTICES.

12. List of course titles and numbers, unit values or credits, enrolments with brief elaboration. Description: Slightly expanded calendar information, preferably also with a short paragraph describing the main topics, types of students, and types of student performancethe course seeks to foster. Rationale: Although this information is not in itself middown of investment of the property of the pr

itself evidence of instructional effectiveness, it can be used to understand the baseline against which suc-cessful teaching is to be judged. It should, nevertheless, be brief and deal with recent or current teaching. Earlier teaching can be listed summarily. Such information is more important than may be at first apparent. It is also information which is easily forgotten. A faculty inembers cannot rely on a university to keep reliable records of such matters. Personal computers, which are now used by facul-Personal computers, which are now used by Justin ty members with increasing frequency, provide a convenient way to maintain teaching records. A cur-rent print-out from information in the computer should be deposited in the faculty member's personnel file. It is prudent to keep a back-up floppy disk containing the data on teaching effectiveness in a

second location.

Example: Current teaching: Educational Psychology 333, Creativity and its Development in School; half course option serving 36 students, 30 BEds and 6 BAs. The course surveys major psychological ideas of creativity, relations to intelligence, the question of generality versus special quality, and means to encourage creative performance in school children. Student work includes essays, term tests, and field project with children. Previous teaching: Introduction to Statistics Iol. second location.

13. List of course materials prepared for students. Description: Laboratory manuals, course outlines, reprind hard-more articles, work-heets, study guides, assignments, grides, assignments, guides, assignments, and audiovisual of more considerable and audiovisual of more considerables, and audiovisual of more considerables, and audiovisual of more considerables, and audiovisual of the acceptance of the considerable and computer record-keeping in Item 12 (above) apply here as well.

Example: A set of study questions is distributed at each lecture to provide students with insights from different perspectives which might not come out in the class, and to give an indication of the level at which I expect them to function on an assignment or test or in seminar. 13. List of course materials prepared for students.

14. Information on professor's availability to

students.

Description: Statement of amount or schedule of time professor is available to students outside of class and possibly of actual student response, perhaps supported by a logbook or appointment record.

Rationale: Some university teaching is highly dependent on tutorial meetings which are much less visible than scheduled classroom teaching. Such

teaching (e.g., in reading courses or graduate super-vision) should be noted on the CV in terms understood by others more accustomed to course enrollments and the work they represent. Additional-ly, availability of a professor is important to students, however much or little use they make of it. Example: In addition to the above courses, I spent

approximately four hours per week during semester in individual tutorials with students outside of posted office hours comprising normally three mornings a week. Office hours of 6 hours a week have been extensively used by students.

Report on identification of student difficulties d encouragement of student participation in

Outset or programs.

Description: Summary of steps taken to identify students with special problems, to relate academic learning to appropriate contexts, and to design teaching and assessment procedures which facilitate

student participation and learning.
Rationale: This catch-all item essentially provides information on the special ingredients brought to teaching, whatever the preferred methods. Instruc-tors have different strengths in their teaching and this is an opportunity to direct the attention of the reader or evaluator toward the contributions to teaching that each professor considers to be most important. It is a critical topic in regular discussions about teaching and helps form the criteria for

Example: As acknowledged in the department. Example: As acknowledged in the department, one of my responsibilities is to teach students general problem solving techniques in anticipation of their using these skills in later courses. As part of course 245 1 have developed a "problem-creating" laboratory which is heavily used on a scheduled and drop-in basis. Afternative: In my general biology coursestudents who never took high school biology coursestudents who never took high school biology placed in a separate group with distinct

Desscription of how films, computers or other non-print materials were used in teaching.
 Description: As titled.

Description: As titled.

Radionale: Appropriate use of such materials may be an index of preparation and attention to varying learning preferences among students. This is a suitable companion item to item 13.

Example: Video and audio cassette recordings of

the authors studied, both performing their work and in general conversation, are available in the Library AV Drop-In Centre, and are used in several

17. Steps taken to emphasize the interrelatedness and relevance of different kinds of learning. Description: A short statement which describes how this is part of your approach to teaching. Rationale: The teaching and learning of many subjects is enhanced when the social or personal relevance of the topic, or its relation to political, economic or other realities is acknowledge of . This reduces the comparative the properties of the control of the cont ethical, economic or other realities is acknowledged. This reduces the compartmentalization of course-based learning and shows students that specialized discussion is not unrelated to important issues of the day. Material for such an item could form part of a general introduction to the section of the CV on teaching, or could be inserted with other notes about specific courses. Example: Social and moral implications are highlighted through films, field trips, and an annual debate with students of Professor Jones on social benefits. specific courses.

fidential questions or comments for the instructor to which replies can be given in class or placed in the computer, appearing the next time the student concerned signs on. An average of 12 comments or questions was contributed per week (60 students were enrolled in the course, and 15 per cent of the students in the course mentioned this innovation in the end of 1 cmm gentlematic muestionnaities. the end of term evaluation questionnaires.

25. Using general support services such as the Educational Resources Information Center (ERIC) in improving one's teaching.

Description: A brief mention of the use made and

Outcomes, if any:
Rationale: This computerized information
retrieval system (and others) contains a large number
of project reports and other unpublished as well as
published sources of ideas related to university
teaching and learning.
Example: An ERIC search one sourceaches to uni-

chincal nursing programs whose approaches to uni-fying classroom and field experiences are now be-ing examined here.

26. Participating in seminars, workshops and pro-

fessional meetings intended to improve teaching.

Description: Brief mention unless instructor has played a leading role, such as workshop chair, presenter, or convenor of section concerned with teaching of discipline. Where attendance is subsidized, this could also appear under "grants" in a CV.

Rationate: The realization that many instructors seek opportunities to exchange ideas about teaching has led associations and institutions to sponsor such disciplines are presented and are refer to attendance or

meetings. Participation can refer to attendance or

meetings. Participation can refer to attendance of program contribution.

Example: Other activities in support of teaching included helping to organize a workshop sponsored by the vice-principal's office on designing and grading essay tests.

27. Participating in course or eurriculum

Description: A list of major involvements, possibly with a cross-reference to the "committees" section of a CV. The emphasis is on the content of

courses or programs.

Rationale: While this might also be regarded as

validity of student ratings and how questionnaire

vandity of student ratings and now questionnaires should be constructed and administered, in view of the extensive experience with different rating in-struments, in smally indoor fall sense to 'Start from-toure. Using, or adapting, or existing rating from to generally a much simpler process and one that avoids the major pilfalls in questionnaire

avoids the major prifaits in questionnaire construction.

An important decision concerns the purpose of gathering student ratings — are they mainly to be used for annual review of performance, or to provide information to the instructor about strengths and weaknesses of the course? The answer to this instrument.

and weaknesses of the course! The answer of unstanding question can help determine the type of instrument that should be used. Once an appropriate rating form has been selected, other steps involve deciding how often it will be administered, to which courses and students, at what stage in the term, who will distribute and collect the forms, and how the

distribute and collect the jornis, and now the resulting data with be processed, interpreted, and communicated. Several of the hooks listed in the such questions in some detail. In addition, eying tise on evaluation is likely to be found in the instruc-tional development or teaching improvement cen-tre, where one exists on your compus.

32. Written comments from a student committee to evaluate courses and provide ongoing feedback.

Description: Such a committee might represent a large course, program, department, or other group, and its regular input might be requested in the form

of comments and suggestions, verbally and in writing. Comments noting good or improved work may be summarized and appended but should cer-

inly be kept on file.

Rationale: Large enrolments and other factors can

uested in the form verbally and in

indirectly a"teaching" function. Example: In 1979-80 I drafted proposals for the revision of the MBA program.

Pursuing a line of research that contributes rectly to teaching.

Description: Brief mention,
Rationale: While this relationship is often formitons, it is one which can be mentioned, if appropriate. A professor's research is the high point
of his or her learning and sharing it with students
can be highly motivating.

Example: My research on the urban socialization of rural mmigrams lends itself to many useful teaching adaptations. Students in the course visit homes and schools, and guests address the class.

29. Preparing a textbook or other instructional

Description: A statement of its having been done with a cross-reference, where appropriate, to the publications section of the CV (See also Items 30

sometimes make more intimate contacts difficult; a course or program student committee can provide valuable assistance.

Example: The course committee of four students Example: The course committee of tool students met with me every two weeks and through their input several course improvements were immediately made, especially regarding opportunities for practising problems in class and changing one lecture a week to a problem tutorial.

Unstructured (and possibly unsolicited) writ-ten evaluations by students including written com-ments on exams and letters received after the course

has been completed.

Description: As titled.

Rationale: These are usually the result of students Rationale: These are usually the result of students ascribing their success or enjoyment directly to the instructor. One or more examples may be attached and the availability of the others noted. Faculty members should, of course, be extremely careful not solicit, or seem to solicit, evaluations from students before final marks have been submitted in a course. At best such requests by faculty inembers are unwise; at worst they are unethical. If informa-tion about teaching effectiveness is needed it can usually be obtained by the use of inpersonal

questionnaires.

Example: Three students have sent unsolicited letters about how this course has fostered positive at-titudes toward the discipline. One is attached and the others are available on request.

34. Documented reports of satisfaction with out-

34. Documented reports of satisfaction with out-of-class contacts.

Description: Specific questions answered by students on a questionnaire or in general notes may indicate a professor's effectiveness as a tutor, counseller or mentor. References may be to office hours, appointments or to casual contacts.

Rationale: Learning does not all occur in the classroom nor is it confined to the content of the

development and invitations to assist with others are positive reflections on teaching ability.

Example: Professor Brown has asked me to help him prepare a set of field experience notebooks similar to those which have worked so well in my

40. Statements from colleagues from other institutions on such matters as how well students have been prepared for graduate studies.

Description: Brief summary with an example possibly appended.

Description: Brief summary with an example possibly appended.

Rationale: This item is similar to Item 34 on prerequisities. It is especially appropriate for senior specialized courses. The decision to include this item would likely be prompted by informal comments or a departmental survey. A data summary may be appended.

appended.
Example: Since over half the students who take
Example: Since over half the students who take
this course continue to graduate work in the same
or related areas, their new institutions are routinety poiled a year later to assess the quality of the
students' preparation. Strong satisfaction is the usual

45. Comments from parents of students Description: Brief summary of usually unsolicited

comments.

Rationale: While universities and students usually
think of students as adults, of ficials responsible for
student affairs receive frequent calls from parents.
Since many parents pay the fees and some students
are legal minors, this is not surprising. Tutorfal
teaching and supervision are most likely to be noted.
The comments may be made to the alumni association in a university old enough to have served more
than one generation. than one generation.

than one generation.

Example: A designated donation for the department was received by the Alumni Association Parents Campaign, noting pleasure, on their daughter's behalf, with this course.

46. Reports from employers of students (e.g., in a work-study or "cooperative" program).

Rationale: Such items are usually regarded as publications but they are also a major contribution to teaching especially where based on experience in a locally taught course. The work may be in

Example: My new texbook on endocrinology was published in January (see publications list). Alter-native: With the support of a teaching improvement grant from the university (\$500)! have prepared six of ten planned self-study units for tilis course and had them critiqued by students from my class.

30. Editing or contributing to a professional journal on teaching one's subject.

Description: Brief mention of role and editorial responsibilities. (See also Items 29 and 48.)

Rationale: Such activity has the potential to im-prove teaching although in some cases it may be regarded solely as "scholarship."

Example: I am an editorial reviewer for the Jour-nal of Engineering Education especially for articles relating to self-paced instructions.

Example: In addition to specific course responsibilities I have had much success in helping students choose supporting courses. This is supported by student replies to questions 10-13 on the appended course

35. Interview data collected from students after

on interview agate cincene from students after competition of a course.

Description: Summary of the comments given. The interviews may be recorded but this may deter some students; summary notes written afterwards can suffice, 4 random sample of students would be most appropriate in a large class. This method is especially suitable when the nature of the course has created good rapport with students and when ques-tionnaires, being less personal, would not give the same quality of data. Students need not be interviewed singly

viewed singly.

Rationale: Once a course is completed and the marks submitted, students will usually feel free to express their opinions, and might well regard the intimacy of an interview as an expression of genuine concern on the part of the instructor.

concern on the part of the instructor.

Example: Questionnaire data were supplemented by interviews with four pairs of randomly chosen students. Their remarks reinforced the impression that the course was highly regarded but heavy Valuable suggestions were received for reordering some of the topics so as to even out the workload rapes and summary notes of these furerviews are

36. Honors received from students, such as be-

36. Honors received from students, such as oring elected teacher of the year.
Description: Brief mention.
Ratiumale: This is a considerable honor at many
greets such programs, the award is usually indicative
of better-than-average teaching by other criteria as
well. Exceptis from the award citation might be

xample: Elected Arts Teacher of the Year,

41. Honours or recognition such as distinguished teacher award or election to a committee on

Description: Brief mention, possible cross references to the 'service' section of the CV.

Rationale: This reflects colleagues' appreciation

of one's contribution to teaching, and, in the case of election to a teaching committee, is not merely a "service" role. Example: Named to the University Teaching Improvement Advisory Committee for 1980-1983.

42. Requests for advice, or acknowledgement of 42. Requests of avice, or acknowledge liet of similar body.

Description: Brief mention of the requests.

Rationale: This is another example of unsolicited recognition which, if not recorded, will usually pass

unnoticed.

Example: The University Teaching Resources
Centre conducted a poll of selected instructors on
the adequacy of the equipment of classrooms, to
which I was asked to contribute by the Dean.

Description: As titled, usually in summary form with a reference to the availability of details.

Rationale: Employers are one of the major con-

stituencies of the university, in some fields more than Example: Field-placement instructors not only

shared in the evaluation of the students but were ask shared in the evaluation of the students of the education and the course. Responses ranged from satisfied to completely satisfied, and useful suggestions were obtained to be implemented in 1986. The results are on file.

47. Invitations to teach for outside agencies Description: Brief note of the offers and which were taken up.
Rationale: Other universities, community and pro-

fessional associations rely partly on the reputations of teachers to recruit evening and summer instructors.

Information from others

From students

31. Student course and teaching evaluation data which suggest improvements or produce an overall rating of effectiveness or satisfaction.

Description: A note that such data have been collected and a short summary of the results. A data summary could be appended to a copy of the questionnaire.

Rationale: Attitudes of students are a most improved that the contraction of the contraction of the contraction.

Rationale: Attitudes of students are a most important source of data about a course, especially if supplemented by specific feedback from colleagues. Note: Where evaluation of teaching effectiveness is based in part of student responses to questionnaires the instrument should be adopted following negotiation on behalf of all faculty and should not encurage anecdotal comment. Information provided should also be used in conjunction with other similar information from earlier years. Assurances should be obtained that those using the statistical results obtained by questionnaires are familiar with the limitations of such data.

Example: Student replies to a questionnaire (appended) indicated considerable satisfaction with these courses. Some dissatisfaction with these courses, some dissatisfaction with overall and existence of the course of the matter of the course of the course of the matter of the course of the course of the matter of the course of the cou

ABC, and she and I have agreed to stagger the due dates of our main assignments in the future.

Note: Rutings of teaching by students using ques-tionnaires can be an important source of informa-tion for the instructor about perceptions of the course and the teacher. Evaluation forms have been used for many decades, and there is vast research literature about such questions as the reliability and

From colleagues

37. Statements from colleagues who have observed teaching either as members of a teaching team or as independent observers of a particular course or

as more horist in severes of a function rouns as who teach other sections of the same course. Description: Summary of the reports received. Rationale: Peer review is an especially useful form of evaluation when there are concerns for such things a common standards of content and grading across sections of a course, or in a program sequence courses. Professional chies are respected by asking that reports praise points of excellence and make specific suggestions for improvement.

Example: Peer review by previous instructors of this compulsory introductory course has particularly lauded the enthusiasm for the subject engendered in the tribute to the course has particularly lauded the enthusiasm for the subject engendered in the students and offered only minor suggestions for improvements such as some revisions to slides. An appointment has been made with the media centre to carry this out.

38. Written comments from those who teach courses for which a particular course is a

Other sources

43. Statements about teaching achievements from administrators from one's own institution or from other institutions.
Description: Brief summary and reference to

statements

Rationale: Administrators sometimes find a mo-ment to express thanks for a good idea or a special contribution. This item is usually fortuitously

obtained. Example: Particular appreciation of my ideas on coordinating the laboratories of these three courses were expressed by the program director. The letter is on file. Note: It is important to keep all commendations from administrators and others. They may be vital in establishing the quality of earlier service to the university at the time of a grievance relating to an academic status decision.

Description: Summary of the comments received.

Rationale: This is a special case of peer review but different in that it need not include direct observa-tion of one's teaching nor examination of texts, teaching materials and tests. Replies may be solicited as part of regular departmental procedures, or

unsolicited.

Example: This course is prerequisite to Course 4II and knowledge acquired is directly used there. Professor Jones reports that students from this course are always well prepared, even after a summer break, she always has to schedule a few remedial tutorials for transfer and other students. These reports are

39. Evaluation of contributions to course develop-

39. Evanuation or controllment and improvement.

Description: This may be provided by colleagues or it may be a self-assessment, and it need not be restricted to one's own courses. It might comments up be a self-report prompted by comments and invitations to assist colleagues.

Rationale: Comments on one's own course

44. Alumni ratings or other graduate feedback.

Rationale: There are times when the value of a course may be less apparent to currently enrolled students than to those who have gone on to further study or work. Time and distance make such data harder to collect but the effort may be worthwhile.

Example: With the assistance of the Graduates Example: With the assistance of the Graduates Society Alumin Fund, addresses were found for 85% of the graduates of this course from 1975 to 1985. The replies of the 75% who responded indicated an increased and positive assessment of the value of this course to their work, in contrast to the opinions or corrent students whose outside experience remains too limited for this appreciation. I will be consider-ing some form of increased field experience to help students in this understanding.

Description: Summary of the results of polls of alumni, much as one would do for current students.

Example: I have been asked to give in-service and summer courses by the following organizations. Those marked with an asterisk were taken up and are listed under "external consultation" in my CV.

48. Invitations to contribute to the teaching

Description: Brief note of the offers and which

Ratinnale: As with offers to teach outside the university, there may be more invitations than can be taken up and then listed under "publications" in the CV or in Item 30. These reflect lavorably on one's teaching. As with some other items, the in-clusion of this one is usually not planned in advance. Examples can be annotated "by invitation". Example: These received the following insolicited invitations to contrib

teaching of second language literature. Those mark ed with an asterisk were taken up and are listed under 'publications" in my CV

49. Other kinds of invitations hased on one's reputation as a teacher (for example, a media interview on a successful teaching innovation). Description: Brief note of the offers and which

were taken up.

Rationale: Word of good teaching may escape ademia and it need not be ignored once it becomes nown in the community.

Example: I have been asked by the CBC to do

three summer replacements shows for Report,"

5) Elements of sample

Note in the user: The Teaching Dossier expands the usual few lines of course numbers and titles which appear in a CV to one to three pages of data-based evaluations of the quality of teaching, with a few appendices. Unless such data exist and are us-ed, teaching cannot be considered to have been ade-quately evaluated and unless there is a general

understanding of the value of such data an evalua-tion of teaching effectivness cannot be considered to have been conducted equitably or effectively. What follows is part of a hypothetical professor's teaching dossfer. The instructor is not completely typical, so as to illustrate the flexibility of this ap-proach. The most frequent problem in preparing an

effective teaching dossier is that it is difficult to be as explicit as one might wish on some items. It is possible to submit a new course syllabus or a complete course outline, perhaps with an assessment by a colleague, as a demonstration of effective planning. It is more difficult to present anecdotal information on student success or to present responses to a personally-administered questionnaire in a persuavive manner. It is wise to try onle evaluation products. In a non-threatenine, confidential. cedures in a non-threatening, confidential, improvement-seeking context so as to develop an

undertanding with administration officers on reasonable criteria to be used when similar infor-mation is needed for a career advancement decision. On a campus where there is a teaching improvement or evaluation service such advice and assistance may be readily at hand.

The examples below are intentionally vague because real circumstances vary so widely. This secis illustrative of only parts of the Teaching Dossier.

Introduction: In the past three years my chairman and I have exchanged memos, following discussion, in which we agreed on my teaching responsibilities. In the past year I relinquished a second-year course I had taught for several years and started a new introductory course for non-linguistics students. A slightly easier exam was set than in the standard course. I continue to teach the compulsory psycholinguistics research methods course to honors students and an optional intermediate course in Canadian French dialects. Performance of the methods students was judged by their subsequent success in later courses. The dialects course is primarily an interest course and student motivation was a major factor in assessing its success. I continued a slightly heavier than average supervision load. I was also responsible for supervising three students in the MA program, two of whom successfully completed their degrees this year.

The following elements in the evaluation of my

teaching seem most significant to me.

L Lineuistics for nonspecialists: Student marks on tests which I prepared following consultation with the instructor in the specialist course.

- -A complete course syllabus (see Item 13). Particular attention paid to student difficulties (see Item 15).
- -Student satisfaction demonstrated at a "moderate" level or higher on a questionnaire (moderate being 3 on a 5-point scale) (see Item
- 2. Hunors Psycholinguisties Research Seminar: -Examples of graded student laboratory records (see Item 2).
- -Comments from colleagues on prerequisite preparation indicating little need to reteach major concepts (see Item 38).

3. Dialects interest course:

- -Examples of graded student essays showing best, average and worst work (see Item 3).
- -Example of integrating my research with this through students collecting and analyzing tapes of speech at the airport and railway sta-

tion (see Item 28).

-Indication of student satisfaction at a "4" level, on average, on a 20 item questionnaire in-cluding the l0 departmental "core" questions (sec

4. Linguistics 345: Canadian Dialects

This being an optional course, the standard for student satisfaction was set high. Results of the course questionnaire confirmed considerable satisfaction, particularly with the field exercises which were closely related to my own research. The students were required to report in writing on their mini-studies to each interviewee who volunteered a name and address. (Five of thirty wrote to thank us for that thoughtfulness.) -Only one poor essay was submitted, all the others being "B" or better; excerpts are append-ed. Following the final test 10 of the 18 students wrote special notes of thanks for a course which they felt did a commendable job of making an esoteric and theoretical topic enjoyable and rele-

33). All documents referred to are available if requested. In addition to my regular teaching assignments,

(a) served on the MA program revision committee (Item 27);

(b)attended two workshops at the Teaching Improvement Centre, one on course evaluation and the other on making multiple-choice tests (Item

(c)wrote two chapters of a text on Canadian

dialects (Item 29); and (d)interviewed the students doing best and worst in each of my courses as one way of discovering what makes the courses succeed and fail for dif-ferent students. Several science students suggested alendar revisions because they had discovered that the course content was not what they ex-pected after they were locked in by timetable conflicts. I was able to advise them to raise such mat-ters sooner because it is often possible in an op-

tional course to adjust the content to better suit students.

reading list 6) A short

There is very considerable literat tion of instruction (including a good deal written by Canadians), ranging from books that describe "how to go about it" to research articles that focus on em-pirical studies of validity and reliability of different evaluation methods, especially student rating forms Much of this literature is specialized, repetitive or not easily accessible to the general academic reader. What follows is a very brief annotated bibliography of books and articles that we have found to be particularly useful for teachers who wish to obtain clearly written, np-to-date and practical information about the evaluation of instruction in a university etting. Nearly all the works listed contain extensiv bibliographies for those who wish to pursue specific questions in more depth.

In addition, many of the discipline-based professional associations publish journals devoted to teaching (such as Journal of Chemical Education, Engineering Education, Teaching Psychology) and these often include material on evaluation

Braskainp, L.A., Brandenburg, D.C., and Ory, J.C. (1984). Evaluating teaching effectiveness: A practical guide. Beverly Hills: Sage.

This short guide is intended to help faculty and administrators design and implement teaching evaluation procedures on their eampuses. It covers such topics as student ratings, colleague appraisals, alumni opinions, and self-evaluation. There is a lengthy bibliography, and extensive appendices give examples of various evaluation instruments

Centra, J.A. (1979). Determining faculty effectiveness. San Francisco: Jossey-Bass. Centra designed one of the most widely used stu-

dent rating forms, the Student Instructional Rating System (SIRS) while working as senior research psychologist for the Educational Testing Service in

teaching evaluation (though this is its main focus), but also discusses assessment of research, service, and instruction for the purpose of making personnel decisions. After an opening chapter on the pur-poses of evaluation, there is a good discussion of uses and limitations of student ratings, and other chapters cover self-assessment, peer appraisal, measures of student learning, assessing research, advising, and service, legal factors affecting personnel decisions (the latter in a U.S. context), and assembling data to make decisions. Many illustrations of evaluation instruments are included.

Cranton, P.A., and Smith, R.A. (1986). A new look at the effect of course characteristics on student ratings. American educational Research Journal, 23

While smaller classes and higher levels of instruction do lead to higher ratings on the average, there is an extremely large amount of variation from course to course. This result of a three-year study highlights the need for caution and consideration of the instructional setting in using norms and making comparisons among professors in the evaluation

Donald, J.G. (1984). Quality indices for faculty evaluation. Assessment and Evaluation in Higher Education, 9 (I), pp. 41-52.

This paper gives an overview of the characteristics of a good evaluation system. It discusses differences among the criteria used to assess teaching, research, and service, and the procedures used.

Donald, J.G. and Sullivan, A.M. (Eds.) (1985). Using Research to Improve Teaching. San Francisco: Jossey-Bass.

Chapters by Janet Donald (McGill), Harry Murray (Western), Ray Perry (Manitoba), and Sullivan (Memorial) provide an up-to-date review of research on teaching effectiveness and the role of evaluation in the improvement of teaching. Three other chapters (also by Canadians) discuss evaluation as a field of research in higher education.

vant. These comments are appended (see Item

Foster, S.F., Harrap, T., and Page, G.C.: The teaching dossier.

A system of performance evaluation with data as a case study from dental education in British Columbia, Higher Education in Europe, 1983, 8(2), pp.

Knapper, C.K., Geis, G.L., Pascal, C.E., and Shore, B.M. (1977). If teaching is impurtant . evaluation of instruction in higher education, Toron

This volume in the CAUT Monograph Series takes a broad approach to evaluation, with chapters on strategies for appraisal of performance, measuring student learning, devising and administering student ratings, evaluating service to the university, and the implications of evaluation procedures for academic freedom.

McKeachie, W.J. (1986). Teaching Tips: A Guidebook for the Beginning College Teacher, 8th ed.Lexington, MA/Toronto:D.C. Heath.

While only one chapter of this paperback is specifically about evaluation, the others describe what should be done to assure that a quality job is done. One should not be put off by the title's appeal to new colleagues; the volume never "lalks down" to the reader and may also be read by teaching assistants and senior professors seeking ideas about good teaching.

Murray, H.G. (1980). Evaluating university teaching: A review of research, Toronto: Ontario Confedera tion of University Faculty Associations.

This excellent short monograph is the second edition of a report commissioned by the Ontario Con-

federation of University Faculty Associations to introduce faculty to the major issues surrounding evaluation of instruction. Chapters cover all the major research issues, including reliability, validity, fac-tors that can affect ratings, as well as alternatives to ratings such as colleague evaluations and measurement of student learning. Despite its title, the book is not simply a catalogue of research findings, and makes numerous sensible suggestions on the use of evaluation data for both self- improvement and per-

Scidin, P. (1980). Successful faculty evaluation programs: A practical guide to improve faculty performanee and promotion/tenure decisions. Crugers, New York:Coventry Press.

The title says it all! Down-to-earth advice is given on how to set up an evaluation system, different evaluation processes are reviewed, and the book contains numerous practical examples.

Roe, E., and McDonald, R. (1984) Informed prolessional judgment: A guide to evaluation in postsecondary education. St. Lucia: Queensland University Press.

This recent Australian contribution to the evaluation literature contains a wealth of practical advice, but does not ignore underlying ethical and political considerations. It is broader in approach than many orth American books on the same topic, covering not only evaluation of courses, but of whole programs, using a wide variety of methods. In addition to the frequent examples, lists and tables, an especially useful feature of the book is the set of exercises and case studies in the final chapter, which could be used profitably by committees charged with the lask of developing evaluation schemes.

A more elaborate hibliography can be obtained from one of the authors. There will be a charge for majling and printing costs Address requests to Professor Gilles G. Nadeau, Faculty of Education, University of Moncton

WOFF. On peut obtenit une bibliographie ev-haustive d'un des auteurs moyennant le coût d'im-pression et d'envoi. Gilles G. Madeau, Université de Moncton.

nombre d'ouvrages américains sur le même sujet cat in et usif pes serulement de l'evaluation des cours, mais aussi des programmes. Il utilise une gamme de métibodes. En plus des exemples, des latere et des active d'everices et d'études de east que les comités estre d'everices et d'études de east que les comités et par parleuillerement miliede est ouvrage, un responsables de la conception de métilodes d'évalua-len programme de métilodes d'évalua-tion programme de métilodes d'évalua-les programmes de métilodes d'évalua-les programmes de métilons de la company de la ATME. On company de métilons de la company d

ques et politiques. Sa perspective est plus large que seils pratiques et souligne des considérations éthi-Cet ouvrage australien contribue à la documen-tation sur l'évaluation, il renferme de précieux con-

Roc, E., McDonald, R. Informed Professional Judgment: A Guide to Evaluation in Post-Secondary Education, Outle to Evaluation in Post, St. Lucia, Australie, 1984

donne de nombreux exemples pratiques. manière de mettre sur pied un système d'évaluation et passe en revue différentes méthodes d'évaluation et Coventry Press, Crugers, New York, 1980. Le titre en dit long. Cet ouvrage conseille sur la Seldin, P. Successful Faculty Evaluating Programs: A Practical Chide to Improve Faculty Perfurmance and Promotions/Tenure Decisions,

damentaux faisant l'objet de reclierche, notamment la frabilité, la validité, le facteure que l'evaluation de l'entraction de soli l'une rec'h l'evaluation, ainsi que l'evaluation des coliegues et la meuret cel l'apprentisague des futuration des testuliars de rechrerhe maist énoreau gesterment de rechrerhe maist énoreau geglement de nombreuses auggestons sut l'utilsation de donnres de l'evaluation it ant pour l'automandint de nombreuse auggestons automatique donnres de l'evaluation it ant pour l'automandint de nombreuse de l'evaluation it ant pour l'automatique pertennari

Cette excellente petite monographite est la deux-ième édition d'un rapport commandé par l'AOCD'E visant à présenter aux professeures d'université les principaux problèmes relatifs à l'évaluation de l'enseignement. Les chapitres traitent des points fou-

Murray, H.G. Evaluating University Teaching: A Review uf Research, Union des associations des P980.

lesseurs chevronnés que les assistants peuvent le con-sulter pour y puiser des idées sur un enseignement de qualité.

Guide, Sage, Beverly Hills, 1984. Le but de ce petit guide est d'aider les professeurs

professionnelles, vouees à une discipline particulière, publient des périodiques ent l'ensetgiennent entre autre le Journal of Chemical Education, l'Engineering Education, l'Engineering Education, l'Englineering Baychology, et prèsentent participle des articles sur l'évaluation. "Is walken of before the control and the contr

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et les administrateurs à concevoir et à mettre en couvre des méthodes d'évellation à leur universités. Il porte sur l'évaluation effectuée par les étudiants, l'opinion des anciens étudiants, l'appréciation des collègues et l'auto-évaluation. La bibliographite est véabausive et les nombreux appendices donnent des caraples de différent les trattements d'évaluation et de défiferent les trattements devaluation.

(6) Bibliographie Shraphie

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Note à l'utilisateur: Le Dossier d'enseignement ex-

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Francisco, 1985.
Les chapfires rédigée par Janet Donald (McGill)
Harry Murray (Western), Ray Petry (Manitoba) et
Sullivan (Memorial) font un compte tendu à jour
de la recherche sur l'efficacité de l'évaluation dans

Research to Improve Teaching, Jossey-Bass, San Donald, J.G. et Sullivan, A.M. (ed.) Using férences entre les entères appliques pour évaluer l'enseignement, la recherche, les services fournis et les procéditres utilisées.

", Assosament and Devaluation in Higher Educa-lon, 9 (1), pp. 41-52, 1984. Cet article brosse um tableau des caractéristiques d'un bon systeme d'evaluation. Il trade des diff-non de la constitue de la constitue de la chance mater les critières autoritées avaitées de la constitue des diff-Donald, J.G. "Quality indices for faculty evalua-n", Assessment and Evaluation in Higher Educa-10 (1) pp. 41-52, 1984

of Cranton, P.A. et Smilh, R.A. A new look at the effects of course characteristics on student ratings of instruction. American and analysis of instruction. American and analysis of instruction. American bulbonial Besearch Journal, 23 (1), 1986 (cous presse). Alois que des desseas puls petites et que des niveaux d'enseignement supérieurs joueni, en myeans, els résultais varient touricosesuis dans les évaluies noormes pendant trois ans, mettenn en any cours à l'autre. Les condustons de certe duch, compet pedant trois ans, mettenn en valeur, la nécessité d'ent epudent et de tent nomme de l'envenonment pedageque lois applique des normes et que l'on compare de syntonnement l'on compare des professeurs dans l'évaluation de l'enceignnement.

departement (voir element no 1).

Liegulisique 25, Dilectees canadients the course dean optionate, la said statistical de l'explanation de sui montre de la course de l'explanation de l'explanat

cour, ser demandant aux édulaints d'ennegistrer et des conversations à l'aéroport et à la grer et de les nonversations à l'aéroport et à la grer et de 20 et au pussionne de 20 et au questionne dont les 10 questionneire de 20 questions dont les 10 questions de "base" du département voir édirement on 51 les des capadiers le l'acultifique 355. Il jouistique 355 puis de 20 et au pussionne de 20 et au président de 20 et

un'hversature, V.1. I eaching Tips: A Guidebouk McKeschie, V.1. I eaching Tips: A Guidebouk for the Beger genebre, deed Lexington, for the Beger and the Top of the Beger and the Top of the Beger and the Top of the Top of

Jononol, 1917.

Cet ouvrage fait partie de la série de monographics de l'Appendix de la crite de monographics de l'Appendix de conservation de se d'abstitute une l'arge prayective eu l'apprentisezate des chudiants, l'avainar l'apprentisezate des indiants, l'avainar l'apprentisezate des indiants, l'avainar des archites for les conservations de l'apprentisezate des indiants d'appendix d'appendix

Knapper, C.K., Geis, G.L., Pascal, C.E. et Shore, L.M. T desellugion get important...: The Evaluation of Instruction in Higher Education, Clarke, Irwin, Toronto, 1977.

en enseignement postsecondaire en Europe. Poctor, 2.F., Harrap, T. et Page, G.C. The Teaching Dossier, 1983, 4(2), pp. 6-5-53. The methode d'vesitation du rendement etaylee de donnees infees d'vesitation du rendement etaylee des senrocce denfaires et colombie palsannique et me nevelurement in ostsecondaire en Europe.

l'amelloration de l'enseignement. Trois chapitres (egalement d'auteurs canadiens) tratient de l'évalua-tion en tain que discipline de techerche en enseigne-ment supérieur.

Activité de la configuration de la con-ciona d'un cours optionne pour qu'il con-conseince à leure alteurer et les con-bisses activités de des configuration de leur ai bisses acceptants de la disciplination de leur ai contraite de leur activités de la disciplination de leur ai leur de la configuration de la configuration de la con-cion de la configuration de la configuration de la con-cion de la configuration de la configuration de la con-cion de la configuration de la configuration de la con-cion de la configuration de la configuration de la con-cion de la configuration de la configuration de la con-cion del la con-cion de découvrir les facteurs qui font réussir ou échouer des étudiants différents. Plusieurs efudants en sciences ont proposé que l'échéanciet soit modifié parce qu'ils se sont es meilleures notes et ceux qui n'ont pas bien eussi pour chacun de mes cours dans le but

(voir element no 33). Tous les documents men-lionnes sont disponibles sur demande.

Oute muer, eleme badagogiques sur demande.

(a.3) "di ségée au comité de trevient no 23);

(b.3) "di ségée au comité de trevient no 23);

(a.3) "di ségée au comité de trevient no 23);

ment assisté à deux stellers du Centre
d'amélioration de l'enceptement. L'un porment no 25);

les délaéres entadiers (élèment no 23);

les dialères entadiers (élèment no 25); et
les d

réponses à un questionnaire-maison de façon per-suasive. Il est sage de mettre à l'essai des procédures

d'être aussi explicite qu'on le soulhaiterait pour cer-ienfra points. El est possible de soumétre de un nouveau plan de cours, accompagné peu-être d'une évalua-bian de cours, accompagné peu-être d'une évalua-plan de cours, accompagné peu-être d'une évalua-plan de cours, accompagné peu de la courseit et de soumertre des respects du marier les reussites des seutains ou les respects que marier les reussites des seutains on pervent à la rédaction d'un dossier est qu'il est difficile

Les exemples el-descous sont intentionnellement vægues pattee que les situations relefies varient énormèment. La prèsente section ne donne que quel-ques parties du dossier du professeur.

renseignements semblables seront nécessaires aux fins des promotions. Dans les universités où il ex-iste des services d'évaluation ou d'amélioration de l'enseignement, on peut obtenir facilement des con-seils et de l'aide. fidentiel et visant l'amélioration, afin de conclure une entente avec les administrateurs sur des critères raisonnables qui seront utilisés lorsque des d'évaluation dans un contexte non menaçant, con-

Exemple: Radio-Canada m'a demande de remplacet l'animateur du programme "Aujourd-hui la science" à trois reprises pendant l'èté.

Explication: La réputation de dispenser un aircue des que le collectivité la connaît.

Description: Une brève mention des invitations reçues et de celles qui ont été acceptées.

49. Autres genres d'invitations fondées sur la réputa-tion du professeur, entre autres, les entrevues avec les média sur une innovation pédagogique

Exemple: 1'ai reçu les invitations suivantes, que le n'avais pas solidirées, le contribuer à l'antichisce, ment de la documentation sur l'enseignement de la littérature de la fange seconde. L'a accepté les nivalisions marquées que de la montre de la montre de la montre de la énuit de la montre de la montre de la énuit de la montre de la montre de la énuit de la montre de la montre de la forma de la montre de la forma de la montre de la montre de la forma de la forma de la montre de la forma de l

et ac ecute qui nui activiteres.

Explication: Comme dans le cas des invitations à ensegence à l'excitente de l'université, il peut y en commerce resulte cous le trobrier bubblischons. Donne impression sur l'enseignement. Comme dans genéralement pas prècu. On peut aimoter les exemples estimate characteris, il ajout de celui-ci n'est genéralement pas prècu. On peut aimoter les exemples est present est present de celui-ci n'est montre de celui-

48. Des invitations a contribuer à enrichir la documentation sur l'enseignement.

Description: Un brief résumé des invitations reçues et de celles qui ont été acceptées.

Exemple: Les organismes suivants m'ont demandé de dispenser des coms d'étée ou de préclomerment que; elles sont énumérées à la rubrique "corsulta-tions estrenes" de mon univellum vitac.

(5) Les éléments d'un échantillon

Peceptions: Un bret resumé des invitations reques per de celegación de acceptes, byblication: Les autres universités, les associations communations en professionnelles de professions partie de la réputation des professions en partie de la réputation des professions les autres de recenter pour les cours du soir ou d'été.

47. Des invitations à enseigner pour des organismes

survre ce cours.

d'une genération.

Evemple: L'''Alumni Association Parents Campaign' a reçu, pour le département, un don de parents qui signalait le plaisir que leur fille avait eu parents qui signalait le plaisir que leur fille avait eu servivre ce cours.

Explication: Bien que les universités considérent les étudients omme des adultes, et le audidants cus momes ex considérent ainsi, les tresponsables des alleins et deudants cus mêmes ex considérent ainsi, les tresponsables des alleins et des parents. Il no faut pas s'on étonner purique de les parents parient festiment des appels nombreux parents parient les first des décisités et cus des parents parient les first des décisités et cus montaires. Le cacegement in dividérait de la suprevision sont susceptibles d'être communquée, le saccéanion des anciens d'une université qu'un d'une tradition pour avoir éduqué plus d'une tradition pour avoir étudier plus d'une tradition pour avoir étudier plus d'une gradation de l'une gradation pour avoir étudier plus d'une tradition pour avoir étudier plus d'une gradation de l'une production de l'une produ

Description: Un bref résumé des commentaires qui ne sont généralement pas sullicités. Des comntentaires de parents d'étudiants

44. Des évaluations d'anciens étudiants ou d'aultre d'actions de la De cycles.
Description: Un résumé des résultats des sondages menés auprès des anciens étudiants, dans le gente de coux auxquels les étudiants du let cycle doivent frontain.

Explication: Parfois les administrateurs trouvent un moment de ou d'un apport spécial. Ces commentaires not not de ou d'un apport spécial. Ces commentaires de lond not de control states control tourilles de les control notutile. L'acministration lordification de course de control appropriet de converte moites des controls de control d'autres presonnes. El est peuvent être control de control de

on valorité de cies recognoments mais l'entoit peur en valorité peur et s'entoit peur de l'entoit peur précise de l'entoit peur et l'entoit peur précise de cours de l'entoit et l'entoit peur l'expérience suit les deuxieres populaire pour l'expérience suit les deuxieres proposition de l'expérience suit les deuxieres proposition propriété de l'expérience suit le cretain pour aidet l'assail-eluties.

Explication: Parlois, is valeur d'un cours peut être moins apparente aux your des étudiaris et qui's cours par aubérieures. Le temps et la distance ne facilitéen pas aupérieures. Le temps et la distance ne facilitéen pas en cultière de feis renseignements mais l'effort peut en valoir la neine.

sité du professeur ou d'un autre établissement sur ses réalisations pédagogiques. Description: Un bref résumé et référence aux

Autres sources 1904 at 1965.

The demander de conseil ou des lettres de reconsideration of the design of the design

43. Des commentaires d'administrateurs de l'univer-

1980 à 1983. Exemple: Nommé au comité consultailt de l'amélioration de l'enseignement universitaire de

pedagogique.

Desemblone: Ince brève mention avec une felérance possible à la tubrique "services" du c.v.

Explicatione: Cit boment médage de les collègues estiment I apport d'un professeur à l'enseignement est, que dans le cas d'une élection à un comitte de le collègue de la collègue de la

Exemple: Pursque plus de la moitié des étudiants qui ons avant je cours confinents à effetivent de travairs aux études superieures dans le même do réfablissements ou lis pour aux éténiques des la qualitie de la préparation des cultimaises. D'originales de la préparation des misses de préparation de la Dise distributions comme le part du profession de des autres de la Dise distribution de la préparation de la préparation de la Dise des des la préparation de l

Braskamp, L.A., Brandenburg, D.C., et Ory, C. Evaluating Teaching Effectiveness: A Practical

3. Cours d'intérêt personnel sur les dialectes:
—Echantillon des travaux des étudiants, allant
des meilleurs aux médiocres (voir étément no 3).
—Un exemple d'intégration de ma recherche au

—Commentaires de collègues indiquant que la préparation préalable (des étudiants) avaient été suffisenties et qu'ils n'avaient pas eu besoin d'enseigner de nouveau les principaux concepts (voir étément no 28) (voir étément no 28)

ment to 19. A montries de moyennement esté future de la costa montries de moyennement à très étudients es torentes de 19. Vennement (sur une échtelle de 5., "noyen" est oute 6.) (voir no 6.). S'éminaire de rechterthe en payarholineguistique pour les étudients de tour exchientés a spécialisés:

—Exemples de ossiéres de la lorsaliste (voir no 6.). (voir no 6.) (voir no

L'échanfillon ci-dessous fait partie d'un dossier fictif d'resegnement. Il ne Saigh sae d'un professer de vertigneure l'ao veut illustier la souplesse de cette méthode. Le problème qui se pose le plus sou-

évalué avec équité et efficacité l'enseignement sauf si la valeur de ces données a été comprise universellement. évalue adéquatement. On ne peut se targuer d'avoir

est plus Jacile d'adaptier un questionnaire eyant de-die de laiste, es de le de la course de la prèges qui amportante le bri de l'evaluation est une décrion montantie di rendentant, ou extensione et decrion points Joris et les faibles servioni-les autont à l'ex-points Joris et les faibles et au cours? La réponse points Joris et les faibles et present de l'austimment a utiliser.

in on the dexperiences estato un deconsein deconsein estato un deconsein estato un description de rente estato un description de region the desired of several process of security of the security of principaus, travaux. etndionis an moyen de questionnaires peut etre une etndionis an moyen de questionnaires peut etre une profitante an moyen de que etre pro-

d'espacer davantage les devoirs principaux et de don-enc le premier heateuon plus foil. Monbu étés étul-diants étaient également insents au cours AAL du pro-fesseur ABC. Elle et moi, nous avons convenu d'échelonner, à l'avenir, les daires de remise de nos neticolomer, à l'avenir, les daires de remise de mos neticolomer, avenur, trasque, abie 14 semps and complicities as bringing as it in grant (Aprillin) as a impostingnon on part and part and the complete and part and part and part and and and seminary and and a part and a part and a part and seminary and a part and a part and a part and seminary and a part and a pa

Describtion: The note affirmant que les données on de Technidas.

Ont dét recueillies et un heer téaume des realtiaiss.

L'aljour d'un résume des données à une copie du l'alour d'un résume des données une copie du leur comparable de l'alour d'un résume des autinuées des étudiants, sont la bandoine l'alour d'un recueille de l'alour d'un recueille sa altres sont completés par des commentaires, l'alour d'une l'années prés avoir négorée au nom de tous les propies après avoir négorée au nom de tous les propies après avoir négorée au nom de tous les promitées après avoir négorée au nom de tous les prometres après avoir négorée au nom de tous les prometres après avoir négorée au nom de tous les prometres après avoir négorée au nom de tous les prometres après avoir négorée au nom de tous les prometres après avoir négorée au nom de tous les prometres après avoir négorée au nou de cour les prometres après avoir négorée au nou de cour les prometres après avoir négorée au nou de cour les prometres au l'alles aprés de l'alles aprés de l'alles aprés de la consoir des saistifiques plus es serviront des saistifiques objectives à l'alde presente au l'alles de saistifiques de presente au l'alles aprés de l'alles aprés de l'alles aprés de la consoir des saistifiques de l'alde les saistifiques plus es serviront des saistifiques de l'alde presente de l'alles de saistifiques plus de saistifiques de l'alde de saistifique de l'alde de saistifique de l'alde de saistifique de s'alles de l'alde de s'alles de s'alles de l'alde de s'alles de s'alles de l'alde de s'alles de l'alles de s'alles de l'alles de s'alles de l'alles de s'alles de s'alles

qui indiquent des améliorations ou qui montrent un degré d'efficacité ou un taux de satisfaction générale. Description: Une note affirmant que les données ou des descriptions de la constant que les données de la constant de la c 31. Les données tirées des évaluations des étudiants

Les étudiants d'autres req sinuol Kenseignements

23. Adhéret à une association ou à une société v'in-létres,ant à 'amélionation de l'ensetimement et de l'apprentissage.

Descriptions il peut s'agit de sièger à des comités, et contribuer au bulleim d'un organisme en réaligant des antières au bulleim d'un organisme en gresentet à un poste, d'aider à organiser le congres anneul, etc. Ette membre d'un organisme in ést peui-être pas un indice sullisant d'une participation getive et ne mérite pas d'être mentionné.

Exemple: ce cours area from the United Francisco de Coulours I et al. a constant de Cours de

Verification of the structure of the str Description: One description on un paragraphe de

22. Effectuer des recherches sur sa melhode

loja un contra sur se scargigie macuriller, choix e sold, contra de mesure. (1'ai conserve la contra dentra de mesure. (1'ai conserve la contra dentra de mesure. (1'ai conserve la contra dentra de mercia contra de mercia contra de mercia de mesure de mesur Exemple: Cette année, l'ai donné pour la première fois un cours sur la sexualité masculine. Après avoir

lègues peut souvent être profitable, en particulier lorsqu'il s'àgit d'un nouveau cours et qu'il n' existe pas bas beaucoup de matériel pédagogique sur cette mantière, par exemple des manuels, des films, etc. avec un collègue, ou même des listes de lecture, des notes, etc. L'échange de ce matériel entre les col-

Description: Les réponses des étudiants à des ques-tions précises du questionnaire ou des notes générales

l'appui, à la suite de rencontres en dehors de la Pelfocacité de l'eurogement un noyen de question université de l'eurogement un noyen des questions our spontanteur en beemple: Thots écululairs ont spontanteur en bermple: Thots écululairs ont spontanteur en déscribité de fector politique. L'ung de cet eléres de le fector politique. L'ung de cet eléres de la mancrée et les autres ont dispontables un demande. As Des paponts de tails action, avec preuves à l'aborul, à la suité de rencontroit.

du, à ne pas sollicites on Johe mine de sollicites, des evaluations de chaldrante avoir com expension et elles demandre les notes finales, hai muenx, de relies deconsalles; au pre, elles som contraires ann code deconsalles de la presentation et en est en code de l'influent de la companyant et en contraires au code l'Affactif de l'Engraphyan et en contraire de grande de grande de presentation et en contraire de la contraire de Common l'indique.

Common le tiline l'indique.

Explication se common le tiline l'indique.

Explication se common l'endomente de tiline treste au survente d'endoment en de tiline tres retrappier en tiline l'indique que d'autres acont distoluctes un cindiquer que d'autres acont distoluctes au rindiquer que d'autres acont metre, ben enference des mineres de la confinie de la conficie des au common de la confinie de la confin

beambles the coming to the configuration of the con

facteurs peuvent parfois réduire les confacts person-nels; un comité d'étudiants représentant le cours ou le programme peut être très uille. Explication: Des effectifs nombreux et d'autres

de commentaires ou de suggestions, par écril ou de ouve voix. Les commentaires ignalant un bon travail ou des ariendant un bon travail ou des arieliorations peuvent étre résurdes et annevés au dossiter du professeur. Ils devraient, certles être consignés. un cours important, un programme, un département ou un autre groupe. On pourrait régulièrement lui demander de faire part de ses réactions sous forme Description: Un tel comité pourrait représenter

Des qu'une Jornie de questionnaire est choiste, il Jourl Des qu'une Jornie de questionnaire est choiste, il Jourl enstulie déché a quelle fuqueire et les avec de messer, compensaire, se la qu'et fettidionies, à quel monten de la estession, qu'et destinaires de la conscion, qu'et destinaires de la compensaire es montenies de la compensaire de ces questions de de converse mentions de des questions de desposique, s'a la course, les professions est perior productions de converse que de compensaire de la course, les outres, les outres que de compensaire que la creation de consentation de organisment qui estatue de consentation de consentat

sold one ine seggillos de saintinemment seg. T.C. profession de infinite en profession de infinite de infinite en en el entre de infinite en en el entre de la elite en en el en el

Participation: One piece mention.

Description: One piece mention.

Explication: It sign from the mention of th

une preuve que le professeur est sincèrement Explication: Des qu'un cours est terminé et que ten notes sont remises, les étudiants es entrent abaltuellement plus libres d'exprimer leurs ophinons et peuvent considérer l'initmité d'une entrevue com-

35. Des renselgnements recueillis à la suite d'en-frevues avec des étudiants à la fin d'un cours. Description: Un résumè des commentaires est fourni. Les entrevues peuvent être enregistières mais en moyen peut décourager quelques étudiants, un

revaluation du cours ci-joint en temoignent. de Sergifica Outre les responsabilités précises du base sons de servicité au se tout de la ces cours cooras, sons de la constitut de la constitut de constitut de la companyant de distribution de la constitut de de la constitut de la constitut de la constitut de de la constitut de la constitut de la constitut de de la constitut de la constitut de la constitut de de la constitut de la constitut de la constitut de la constitut de de la constitut de la constitut de la constitut de la constitut de de la constitut de la constitu

ns la classe et il ne se fimite pas au contenu peuvent prouver l'efficacité d'un professeur com-me conseiller. On peut faire telérence aux heures de bureau, aux rendez-vous ou aux rencontres fortunies. Explication: L'apprentisses nes écticeute pes tou-foure dans le sesseent la researche aron au company.

eur Description In Drac resume accompagné d'un ex-cemple à possible réplication Ce point resemble au point 3 de la lés presibles. Il car parliculisment approprié pour les cours assurces appearants en les parlicules pro-mensaires officieux ou un sondage du département incitent le professeur à inéluse ces renseignements.

cant de succès dans mon cours. (a). Des déclarations de collègues d'autres univer-sités sur le degré de préparation des étudiants aux études univéreures.

Exempte: Le professeur CDE m'a demandé de l'aider à préparer une serie de cahlers d'exercices praitiques semblables à ceux qui ont été utilisés avec resseur a enseigner.

du professeur. Bien souvent, ce peut être un rap-port individed redige a la suite de commentaires et d'invisations à aider des collègues. Expirations à aider des collègues. de son cours et des invitations à aider des collègues de son cours et des invitations à aider des collègues l'esseur à enseigner.

Description: Cette évaluation peut être fournie pat les collègues ou il peut s'agir d'une auto-évaluation. In rest pas nécessaire qu'elle se limite aux seuls cours d'un ce pas nécessaire qu'elle se limite aux seuls cours

des dossiers. 39. L'évaluation des contributions do professent à l'elaburation et a l'amtélloration d'un cours. d'autres étudiants. Ces rapports sont consignés dans

Description: Un resume des commensières requis-bespiesablen: Ces est particulier d'évaluation pui Explication: Ces est particulier d'évaluation pui évaluation de la commentation des procedures nomales de la commentation des procedures nomales de la commentation de la conferencia des procedures nomales de la commentation de la conferencia particular de la commentation de la commentation de la conferencia de la commentation de la commentation de la conferencia de la commentation de la commentation de la conferencia procedure de la commentation de la commentation de la conferencia de la commentation de la commentati

legues qui ont dels dispense ce cours d'introduction obligatoire. Ils on particulièrement loud l'en-matière et ont émis seulement quelques suggestions matière et ont émis seulement duciques suggestions Exemple: L'évaluation a été effectuée par des col-

methode test alled lorsqueres of the state o

iâches du professeur. Exemple: Je rédige des compres rendus pour le "Journal of Engmeering Education", en particulier des articles sur l'enseignement individuel.

être considêrée simplement comme un élément des tâches du professeur, Explication: Cette activité a le potentiel pour améliorer l'unseignement. Dans certains cas, elle peut '(8t 19 67

Description: Une brêve mention du rôle et des responsabilités de rédaction. (Voir aussi les élements

30. Rédiger un ouvrage ou colluborer à une publication protessionnelle sur l'enseignement d'une

iqui batt de Jense actividaes per la graphica de la fait part de leurs critiques.

29. Préparer un manuel didactique ou tout autre manériel du genre.

Descriptions: Un enoncé de ce qui a été fait accompagné d'une référence, au besoin, à la rubrique des publications du c.v. (Voir aussi les éléments no 10 et 8).

Exemple: Mes recherches sur la socio-urbanisation des inmigrants ruraux n''ont amené à adapter mon enceignement à bou escient. Les étudiants visitent des fouvers et des écoles et des conférenciers sont invités à mes cours.

motivant Description: Une breve mention: Detailed in the collection of source of collection and of source of collections of source of collections are collections are collections are collections are considerable of the collections are considerable of collections are collections a

28. Effectuer des recherches dans un secteur qui ouche directement à l'enscignement.

Exemple: En 1979-1980, j'ai ébauché des projets de révision du programme de maitrise en administration.

27. Participer a des activités d'amélioration de

Explication: Les associations et les ébablissements d'inselgrement sont conscients que de nombreux professeurs cherchent les occasions d'échanger des déces ut l'enseignement, ce qui les a amenés à parainer es réunfoirs. La participation peut consister à a said et de conscience et ne professeur de la participation peut consister à a said et de conscience de la c

la session, 15 pour cent des étudiants ont mentionné

programmes.

la methodologie que sur le contenu mais l'un n'excédures adoptées. Ce point diffère de l'élément no 22 en ce sens qu'il n'est pas nécessaire de relier la recherche à son enseignement. On insiste plus sur

24. Tenter d'innover et evaluer l'efficacité de ces

discipline un honorous de l'interbre d'organismes provinciaux, nationaux et internationaux dont le principal objectil porte su
he d'organismes provinciaux, nationaux et interl'ensegnement et l'apprentisseg des études
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to Higher Educational Ecusarion de Abreatori ne
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Exemple: Deunastrois any l'entre propriet et
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l'entre Explication: Outre les divisions d'associations pro-fessionnelles s'intéressant à l'enseignement de la discipline qu'elles représentent, il existe un bon nom-bre d'organismes propingant nationaire et inne-bre d'organismes propingant nationaire et

Evemple: Les tests sont administres et notés en Evemple: Les tests sont administres et notés en direct à l'abde d'un ordineur, à parit d'un exem-ble de thèmes thès du manuel (avec la permission des questions ou des commentaires confidentiels à réponse à ses questions de l'ordinateur, la Des que l'étudiant se sevira de l'ordinateur, la les ses l'étudiants de l'etudiants de l'etudiantes aux ques-les ses l'etudiants et l'etudiants et les étudiants l'étudiants étaient l'etudiants étaient inscrits ou cours). Dans les questionnaire d'évaluation, distribute à la fin de le questionnaire d'évaluation, distribute à la fin de

pertinents devraient accompagner la liste de cours. l'adoption, en permanente ou al Tessal, de nouvelles didece albonces allueur à Dordinate, est defennt fait déce albonces allueur à Pornianer, ce de élement fait de rélètence à des méthodes rélativement écnduces d'usbles, l'orneignement en députie, l'enseignement es des mondres de l'enseignement es settle par ordinateur ou la transformement esse de mondres d'une ours. Des renseignements maiton en modules d'un cours. Des renseignements maiton et modules d'une accours cours. Explication: Les tentatives de mettre en valeur enseignement commprennent nécessairement

Description: Un résume des methodes ou des pro-

n mênie cours. Description: Un résumé des rapports reçus. Explication: L'évaluation par les collègues est une

Les collègues

Acomptible: Les données du questionner, on il été, comme celles d'actionner, actionner, Exemple: Les données du questionnaire ont été

Estudos des notes pares para la comuna de les manuels de la comuna de la comuna de seranda que la comuna de la comuna de para abraba de la comuna de la comuna de para para la comuna de la comuna de para para la comuna de la comuna de para la comuna de la comuna de la constanta de la comuna de la comuna de la contra de la comuna de la comuna de la contra de la comuna de la comuna de la contra de la comuna de la comuna

Explication: Quolque I'on puisse considèrer cet élèmen comme des 'services rendus' au départe-ment, 1 s'agit aussi indirectement d'une tâche "d'enseignement".

Cours, ou de programme d'étindes.

Describtion: Une liste des principales activités aux-quelles le professeur a participée en faisant peut-être référence à la rubrique "comités" du c.v. Il faut met-fer l'accert sur le contienu des cours ou des programmes.

Exemple: Parmi les activités de perfectionnement de l'enségnement, citons la participation à l'orgamisation d'un adeller sur la conception et la cor-rection des examens, partiainé par le butreau du oussedirection.

assister a ces rencontres ou a contribuer au

Description: The breve mention, sauf si le pro-fesseur a joude an felé eminorial, soil qu'il ali présidé un atelier, agi comme présentant de la ammateur d'une séance sur l'ensegmement de la discipline, si la participation est subventionnée, on peut également le participation est subventionnée, on peut également les participations et autre de la Explication Les accomannes et a l'architecture.

Exemple: En recourant à "ERIC", une recher-brennelle à l'enseignement et à l'ERIC", une con-de liée à l'enseignement et à l'apprentisage à l'université à permir de trouver deux programmes esembables en secretor affirmières dont les méthodes esembables en secretor affirmières dont les méthodes rain sont maintenant étudiées ici. Particles de sex-maintenière, les aélitres et des réur mions de prolessionnels visant à amétior et al qualité de l'enseignement.

an session. Thou retirude actualists on mentonine cette innovation. 25. Recount's a des services généraix de soulier comme le "Education Resources Information Centre (ERIO" pour améliore ron erselgement. Explication: Une brève référence à son emploi et aux écatileis, le cas échéant.

Explication: Ce système de recherche bibliographic que informatière conième, entre autres, un bon nombre de reinformatière conième, entre autres, un bon nombre et especialisé.

emplaire de ces documents (par opposition à l'élé-Description: Les guides de laboratoire, les plans de cours, les réimpressions d'articles difficiles à obtenit-ites devoits, les listes de lecture, le matériel audio-visuel ou astaté d'ordinaiteurs preparé ou chois. Chaque étudiant reçoit généralement un ex-lentaire de ces domainement les chaces des plats.

3. Liste du matériel de cours à l'intention des

porte sur les principales est les constitues est les créalivels, les créalivels, les créalivels avec l'incligience, les citalions de les cutualités de les moyens d'encouragers les colories. Les travaux couragers les créalires, Les travaux des citalies est les créalires, Les travaux des couragers est les capacités des cutualités des couragers les constitues de constitues de la constitue de la constit Exemple: Enseignement setuel: Psycho-pédagogie 333, la créativité et le développement à l'école; demi-outre sours levaliatif pour 56 étudiants, 40 au baccalauréat en éducation et 6 au baccalauréat en arts. Le cours me destinant et 6 au baccalauréat en arts. Le cours profits au cours le cours de cours le cours de cour

cours vie a doubleur ces encielgements ne solem hydrianium; Quojueu ces encielgements ne solem best de present de proposition de la consentant para une proposition de la consentant de la consentant de la presentant de la consentant de la consentant de la presentant de la consentant de la consentant la consentant de la consentant de la consentant de la consentant la consentant de la consentant de la consentant de la consentant la consentant de la consentant de la consentant la consentant la consentant de la consentant de la consentant de la consentant la consentant de la consentant de la consentant la consentant la consentant de la consentant de la consentant la consentant la consentant de la consentant la con

vise à oblenir. les lypes d'élèves et le genre de rendement que le

les tâches actuelles et récentes en enseignement Description de documents sur les responsabilities et

professeur Matériel du

4. Les publications des étudiants sur des travaux

gagicul ele prises pour ameliorer le cours. du département pour produite des travaux écritis comparables en qualité à d'autres sections, a pro-duit des travaux sans difficulté. Des mesures précises autres dans la précise parte amblique le course Exemple: Une section du cours de psychologie du développement réservée aux étudiants des sciences les aanté, qui n'est pas reconnue par les membres du désartement propus reconnue par les membres du désartement propus reconnue des santés du des sections de la capacité de la ca

Liscentations of the rapports constituent being discontinued or contents of a discontations of the rapports constituent les mitigates, ese sur courantes d'everation faire soumis lorsqu'il sonti jugges comme le restination particularité de point patientier de de nome précence du professeur. Leur inclusion peut même des comments de la contra de constituent de même de la comment sur constituent de la contra de la commentation de la commentation de contra de reservation de la commentation de la commentation de la contra del la contra del la contra del la contra del la contra de la contra de la contra de la contra del (voir point I), des travaux exemplaires peuvent être présentés en annexe. Explication: A l'instat des résultats d'examen, les dissentations et les esponts des résultats d'examen, les dissentations et les esponts des méthodes.

Deseription; Outre les preuves d'amélioration

3. Les dissertations, les travaux de création et les projets des étudiants ou les rapports de travaux

Valsitumescentraries and the control of cont

tre aussi que les étudiants ont acquis des aptitudes rechniques et spécialisées qui ne fatsaient vraisemblablement pas partie de leur répertoire au début du cours. and a proprietable of the acceptance of the acce Explication: Les travaux des étudiants sont sou-

Description: Travaux exemplaires notés dans le lossier et annexés en partie. Des preuves supplémentaires de la qualite peuvent être utiles mais ne sont paste de la qualite peuvent être utiles mais ne sont paste précessires.

2. Les cahiers de lahoratoire des étudiants et autres

mité des programmes d'études du département. coopering prefaible dish appendix by exceptions to coopering the prefaible dish appendix by exceptions to the first de l'aplitude et des efforts du professeur.

Framples, A. Is pertuined as année d'un tours aux sons consentant de l'audants assocs particulières des mélé du maissances particulières des mélé du de l'audants appendix particulières de mélé mention de la constitution au des montants de l'audes de la character consentant de la décautement au mile des professes de montaliation averent le consentant de la character de la métalla de la métal pedagogique pose un defi particulier et lorsqu'il est

Free de mes resbonsabilités est quasient de saint-production de l'accident de l'accid

lS. Rapport sur l'identification des difficultés des étudiants et de l'encouragement qui leur est prodigué

ux cours et au travail que cela représente. En outre, out temps qu'in consacre aux ditalants en debors des fources de clasce et de feur participation, Un livre ou branche de rendez-vous personnes de la consideration de preuver. Explication: Certains cours universitaires dépen-tembre de mais et de la consideration des promises et nead intége du sont cupervison aux viables que les classes régulières. Ces cours, entre autres les cours de l'ectines ou la supervison aux fudies appréents, alors de l'entre en la lonnée dans le courticulum vilea en termes compris l'universe dans le courticulum vilea en termes compris part soutre et au lierasit que compris aux cours et au tavasit que compris aux cours et au tavasit que cette au aux cours et au tavasit que cette aux cours et au tavasit de cours aux cours et aux de cours de cours aux cours et aux de cours de cours aux cours et au tavasit de cours aux cours et au tavasit de cours aux c

a l'égard des étudiants. Description: L'horaire du professeur ou un énonce du temps qu'il consacre aux étudiants en dehors des

14. Renseignements sur la disponibilité du professeur

devoir, d'un examen ou d'un séminaire. des differentes perspectives qui peuvent ne pas avoir été vues en classe. Elle sert en outre à indiquer quel comportement s'attends d'eux quand il s'agit d'un

Understand State of S

suivi avec succès des cours plus avancés dans le même domaine.

Dur parliciper aux contro ou aux programmes-tifice les fiudibiers de propriet de propriet de des describiers Recumber des problèmes par-leuliers, pour refer l'appendissage acquisités par-pappropriés et pour concevoir les méthodes appropriés et pour concevoir les méthodes pappropriés de pour concevoir les méthodes propriét de propriét de la propriét de la pro-tification de la propriét de la propriét de la pro-tification de la propriét de la propriét de la pro-tification de la propriét de la propriét de la pro-priétation de la propriétation de la propriétation de la pro-priétation de la propriétation de la pro-priétation de la propriétation de la propriétation de la pro-priétation de la propriétation de la propriétation de la pro-priétation de la propriétation de la propriétation de la pro-priétation de la propriétation de

emblokées bat les eindigues; an obligation de mainte. The average par les eindigues de mainte de pureur soit passe par sepas entimente de pureur soit profé bat sepasse propriété par le plar des contex anxientionnes, "le
passe autreur de différent soit profé un distribution de profés.

"Sendre par le plar des contexts anxientionnes," le
passe profés prof

indice de preparalation. Ces renestgements cont im-portant annéa souvent périmètre. Le semanques sur portant annéa souvent périmètre. Le s'étément no 12 s'appliquent aussi à l'étément no 13. Fremple: Une vérie de questions est distribuée à Fremple: Une vérie de questions est distribuée à Fremple: Une vérie de que management au servisit de de domes aux étudiains un aperçui des différentes recorrections ou management au paregue Explication: La distribution de ce matériel est un

7. Des preuves de supervision efficace des étudiants la baccaluuréat spécialisé, de la maitrise et du octorat.

optionnel pour la plupart d'entre eux. Exemple: Au cours des trois dernières années, 40 des 105 étudiants qui ont suivi le cours 111 ont suivi le cours 222 à la session suivante. Ce dernièr était notes elevées peut-etre).

12. Ils pourraient comporter des données soulenant la qualité élévée de l'apprentissage des étudiants (des du caractère spontané de ce clioix. Explication: Ces renseignements sont laissés au choix du professeur et peuvent complètet le point LI Menursiène competent des choupes contact

d'étudiants et les cours choisis ainsi qu'une mention cours donnés par le même professeur, Descprition; Une phrase indiquant le nombre 6. Un regisfre des cludiants qui choisissent d'autres

nu conta sasuce;

contact et al. Service a superior de contact de control de

5. Un registre des étudiants qui chois/sent des cours avancés dans le domaine et qui réussissent. Pserghions: Une phraset faisant remarquet la pro-portion d'étudiants ayant terminé le cours et ayant portion d'étudiants ayant terminé le cours et ayant

Exemple: Les travaux d'un étudiant pour ce cours écologie seront publiés dans le "Journal of

reliée au cours.

Description: In eliste des publications, soit sous reliées au cours.

Description: In eliste des publications de résume.

Explication: Est qu'ent et le qu'ain des le travaux soit de préciser de le soin préciser du profession et le qu'ain de l'action et le soin en renouveaux ne publication et d'échied ain moir moi muléreit ader les travaux de l'échiedians de grande qualité. Les étudients de grande qualité. Les étudients de grande qualité. Les étudients de manique manique de la course propriée de la consideration de la consi

18. Tenir un dossier des modifications apportées à la suite d'une auto-évaluation.
Description: Une courre liste des améliorations apportées aux cours et à la façon de les présenter.

améliorer son enseignement Description des mesures prises pour évaluer et

Exemple: Les conséquences sociales et morales sociales de westernes sont mises en valeur en moyen de films, de vebédence sur le terrain et d'un débat annuel sur les avantages et le terrain et d'un débat annuel sur les avantages par le terrain et d'un débat annuel projection. POR les étudismis de la morales d

Exemple 4 of some statement of the state ment du pot Geseur.

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façon ce point fait partie de la méthode d'enseigne bescription: Un court énoncé qui décrit de quelle

17. Les mesures prises pour mettre l'accent sur l'inter-relation entre différentes sortes d'appren-

io. Description de l'unisation de tilms, d'or-binateurs et autre materiel non impulné pour Perseignement.

Explication: Comme le tilre l'indique:
Explication: L'emploi approprié de ce maieriel
aux différents indictie de préparaiton et d'ainention
aux différents indictie de préparaiton et d'ainention
aux différents indictie de préparaiton et d'ainention
aux différents indictie de propriée propriée des mours des l'emplois de propriée des mours d'ainentier no 13.

Exemple: Les conegistements magnélossepiques
Des de la conference des auteurs d'undres, au
les ancières de conegistements magnélossepiques
aux distributions de la conference des auteurs d'undres, au
en de la conference des auteurs d'undres, au
experience des auteurs d'undres, au
contre. Il sont utilisée pour plusieurs travaux.

16. Description de l'utilisation de films, d'or-

diants des techniques générales pour les aider à résoudre des problèmes. Le but set de leur permer-tre de les utilises dans des cours alterleurs. Dans le cadre du cours. 245, 31, and cal fortement utilise cadre du cours. 245, 31, and cast fortement utilise redonn de problèmes, que les étudiants que no cours de biológie générale, les étudiants que n'on pamais suivi de cours de biológie au secondaints eon de basés dans un groupe à part et font des travaux designades.

tionner le nombre et l'éventail des stages et on peut sollieiter l'opinion des étudiants ainsi que du superthe programme general, in comper or cutostants insertis et le fole du professeur.

Explicationel, Bard et allegament programmes prolie infegerate et al committe et crequient de travail font parlie infegerate de la Committe et ces programmes neu soil

tre sur pied ou administret ces programmes ne soil

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pas tribé fuccierent al la reneils membre de soil

tres que soil de committe de la professeur. Il contribue

inn avec de samerbre de la professeur de per programmes ne soil

tres de la programme de la committe de la competit de la committe de la co

8. La mise sur pied ou la condulte réussie d'un pro-gramme de stages.

Dreschiption: Une brève description de la nature du programme de stages, comment il s'infriger dans le programme général, le nombre d'étudiant inscrits et le trôle du profésser.

imporiant.

Exemples, Au cours de la demière année, quaite de la demière année, quaite la desprière année, qua cours de la demière année, quaite de la demière de la demière année, de la demière année de la demière et un détenda avec auces leur hère de la mairire et un demière de la demière et un demière de la demière et un demière de la demière de la demière de la demière de la mairire de la describant et de chardent de la describant de la mosteme du département pour les de la mosteme de la describant de la mostime de la describant de la mosteme de la describant de la most moit de la most de la describant de la most de la most de la describant de la most de

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lègue d'un autre établissement Description: Comme le titre l'indique: Explication: Le professeur exerce bien souvent sa profession en solitaire. Il partage ratement sa classe

21. Echanger du maiériel pédagogique avec un col-

Exemple: On envisage d'adapter au cours 225 un concept unique de films en circuit fermé produit par un comité de l'Association canadienne des pro-

(29) Assistantina trainina sugara, serial (20) Assistantina substantina (20) Assistantina (20) Assista

Description: Une brève référence à l'attention ac-ordée au nouveau matériel didactique digne d'in-

20. Examiner le nouveau matériel didactique en vue

des praideduses consultée reguliérement, sairise peru-ficie d'un exemple des dées réculiers and sur les des Explications, Ces pérides qui datas bien de la rectrecte un la maior en consultée, relien à la rectrecte un la maior en de la contres d'un la ceptrecte un la maior de la contre de la contre de la contre d'un ce les précesses de la contre de de la contre de de la contre de de la contre de la contre de la contre de de la contre de la contre de la contre de de la contre de la contre de la contre de de la contre de la contre de la contre de de la contre de la contre de la contre de la contre de de la contre de la contre

Description: Une breve enumeration ou une liste nees broposees. 19. Lite des publications sur l'amélioratiun de l'enscignement et tenter de mettre en pratique les

bre d'étudiants doies de très bonnes connaissances quantialives a diminule, et j'ait modiffié plusieurs cours de débutants pour y inclure acqueques uns des mots qu'ils peuvent mieux comprendre.

Explication: Le fait de porter attention périodi-quement à ser responsabilies pedagogiques indique dans quelle meeure le professeur se préoccupe de son prouver au préalable un point de ce genre puisque certains professeur se provenient se préoccupe de son ion des améliorations suppose peut-étic des faiblesses. On peut ceutifil les données à titre of-ficiel ou officieux.

pour antéliorer leur enségnement.

Description: Un circue été montrain dans quelle mesque en consegue de consegue et que les ses saistains demandant des processes et de les essource une son étate.

Explications: Si on fait beaucoup appel à un processur autre et est donc constdierable.

Exemple, Inhe leur est avoides de leur est offeren est des sessiants procesur aux entreretaint de la conseque de la conseque

11. Des preuves de l'aide apportée à des collègues

d'une enquête sur l'embauche des diplômés dans la-quelle plusients étudiaires out sit inemactore que cours 423, les avai andés à répondre aux exigences de l'emploi dans leur donniene et à avancer rapide-ment dans leur catrières

munauté qui emploie les étudiants (un cas particulier de l'étèment no 46). Exemple, En annexe, se trouvent les résultats

a sidé les cludiants à trouver un armbiol Descriptions. La même chose qu'à l'étément no 9, em mettant l'accent sur les décisions positives l'éce à l'expérainen conquis pendant les ouvs. Expérainen comme à l'étément no 9, en mettant l'accent un la teuseire loctesionnelle dans la com-trainent le resseire loctesionnelle dans la com-munants et au le reuseire loctesionnelle dans le com-munants et manier les étudiest et mes seasieurles.

10, Des documents qui prouvent que le professeur

prometteurs qui ont mentionné mon nom dans une

brighter Un ptogramme de stages a été misser sur le brid misser sur les moisseurs à été misser à brid et un brochaurs de la brid de

ne de son utilisation

smellorer son enseignement

Lenseignement.

Les nutes des étudiants aux examens prepares par le professeur, avant et après avoir suivi le cours,

enseignement de bonne Les résultats d'un

l'enseignement et tenter de mettre en pratique les idées proposées. Examiner le nouveau matériel didactique en liffission de son liffission

Tent un dossier des modifications apportées à la suite d'une auto-évaluation. Lire des publications sur l'amélioration de

Les mesures prises pour mettre l'accent sur l'inter-relation entre différentes sortes d'ap-prentissage et leur pertinence.

programmes. Description de l'utilisation de films, d'or-dinateurs, et autre matériel non imprimé pour

Pencelgnements sur la disponibilité du pro-lesseur à l'égard des étudiants. Rapport sur l'identification des difficultés des étudiants et de l'encouragement qui leur est prodigué pour partieiper aux cours ou aux prodigué pour partieiper aux cours ou aux

les táches actuelles et récentes en enseignement 12. Liste des littes et des numéros de cours, des unitées ou des crédits, des effectifs, accom-pagnés d'un bref commentaire. 13. Liste du maiériel de cours à l'intention des huidants.

Description de ducuments sur les responsabilités et

Description des mesures prises pour évaluer et

Description: Les motes moyennes de direct comparajon un coloriores de moyennes de moyennes de moyennes de motes de modes de modes

Des distinctions décernées par les étudiants, comme celles d'avoir été nommé le "professeur

frevues avec des étudiants à la fin d'un cours. Des renseignements recueillis à la suite d'en-

reactions.

Des évalladions évriles non structurées et probablement non sollieirées effectivées par des
sur les examens et des lettres recues après la
sur les examens et des lettres recues après la
près rappoints et satisfaction, avec preuves à
l'appui, à la suite de reneontres en débois de
la elasse.

satisfaction générale. Des commentaires écrits d'un comité d'étù-diants qui évalue les cours et fait pair de ses

Les données tirées des évaluations des étudiants qui indiquent des améliorations ou qui mon-trent un degré d'efficaeité ou un taux de espiération en degré d'efficaeité ou un taux de

matériel du genre. Rédiger un ouvage ou collaborer à une publication professionnelle sur l'enseignement d'une discipline.

Centric (EACL) pour amentorers son enceigenement.
Participate de seminaires, des ateliores et des fertinopes à des ateliores et des cours ou de professionnels visant a améliores to participer à des ateliores d'amélioration de cours ou de programme d'études.
Effectuer des rechtriches dans un secteut qui noubre directionnel à l'enseignement.
Prépare un manuel didactique ou tout autre maétriel du genre.

Recourir à des services généraux de soutien comme le "Education Recources Information Centre (ERIC)" pour améliorer son enseinement.

RENSEICHENIERTS FOURNIS PAR D'AUTRES

entre des tests administres avant et après le cours.
Explication: L'apprentissage des étudiants est l'apprentissage des étudiants est l'apprentissage des étudiants des districtions des funciones par la qualité de l'ensequencent. Les réculiats aux exampers es un matérial principle du contenu et la qualité est en la qualité aux en la pulpard du tenings, il suit présenter des données lorsqu'il est étudiants étables de la pulpard du técnique des produits des étudiants de la pulpard du teconomia qu'une tâche ces données lorsqu'il est teconomi qu'une tâche ces données lorsqu'il est teconomia qu'une tâche.

exergents, a contribuer à enrichir la documen-invalations au l'enseignement.
Autres gentres d'invitations fondées sur la réputation du professeur, entre autres, les en-trevues avec les medas sur une innovation pédagogique fruetueurs.

Des commentaires de parents d'étudiants.
Des teoprotes verant des emploques des étudiants (par exemple, un programme coopéteauti ou d'altiernance travail-études).
Des invitations à enseignet pout des organismes extérieurs

(4) Résumé des éléments figurant au dossier

Des preuves de l'aide apportée à des collègues pour améliorer leur enseignement. de l'apprentissage. Tenter d'innover et évaluer l'efficacité de ces vue de son utilisation.

Eschanger du matieriel didactique avec un'voll'Egue d'un autre clashifssement.

Abbierri a une ascociation ou à une codeité s'intéressant à l'amélioration de l'enseignement et

de l'amélioration de l'enseignement et

de l'amélioration de l'enseignement et

Le miss eur pied ou la conduite réussie d'un programme de stages. Des documents et qui prouvent l'influence des cours sur le choix de carrière des étudants. Des documents qui prouvent que le professeut à si dé les étudiants à trouver memploi.

Les points suivants sont enumérés selon l'ordre de la fiet précédente, bour danque point, on donne une description, une explication et un exemple. Etant donné que le contrant et desgré de consistent et ser ser poissible sits and genérale. I Toutefois, les auteurs n'ont pas ménagé les efforts pour respecier le plus possible une cette ainte cohétèrence.

autre cours donné par le même professeur. Des preuves de supervision efficace des étu-diants du baccalauréat spécialisé, de la maîtrise

Les pources de la contra de la mesta de la contra del la contra de la contra del la contra del la contra de la contra del contra de la contra de la

pratiques. Les publications des étudiants sur des travaux

cours, comme preuves. Les eahiers d'exercice. Eures cahiers d'exercice. Les dissertations, les trayaux de création et les projets des étudiants ou les tapports de trayaux projets des étudiants ou les tapports de trayaux projets des étudiants ou les tapports de trayaux

I. Les notes des étudiants aux examens préparés par le professeur, avant et après avoir suivi le

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de façon à présenter un enseignement efficace. Il de facon à prièsce de l'est compétence comme caractre le plus et des sideraient le mieux à 6'auro, experient le mieux à 6'auro, experient le propriétait être despécient le propriétait etre despécient le mieux à caractre de l'accor il caractre de l'accordinate d sceptiples quette inclus dans le dossier qui met-

te nombe al a saupidas mos simile ses

Liste des éléments qui peuvent figurer dans un dossier d'enseignement l'enseignement aux fins des promotions consiste à diants. Ces documents ne font pas partie du dossier

DEUXIEME ETAPPE: Choisir les critères d'un appré foncée de ses responsabilités et de ses obligieulions. PREMILES ETAPES, Devédente les repossibilités, de l'oxide couverne en l'exide converne en l'exide et le sendre et l'exide en l'exide et l'exide en l'exide

La section 3 présente six étapes à suivre pour créer un dossier utile et pour établir une liste des éléments du prevent à leir per de dossier.

Avant de passer à chaque étape, il faut faire deux de dossier.

Avant de passer à chaque étape, il faut faire deux de dossier.

Avant de passer à chaque étape, il faut faire deux de la comprend pas les tables que les tables de conferent de avant de la comprend pas les tables que les comprend pas les tables de conferent de des viernes de la conferent de vant de la conferent de la conferent de la conferent de conferent de conferent de conferent de la caste de la conferent de la conference au sujet des dadres de tectedes de referent de la conference de la con

Cinciegrament of manicipal of sections of sections of sections of a consideration of a co

mis à jour régulièrement, par exemple tous les ans.
L'autre question est de savoir dans quelle mesure
les universités sont susceptibles d'acceptet le dossier
d'examperement autre de la continge present de la contingent étudiés par un comité d'évaluation approprie. Chaque pon ordétier de a façon le aspeter de que professeur expriment a la diversité des données fiables qu'il donneis comme preuves. Le dossier doit être mité à four et acomme preuves. Le dossier doit être mit à four et acomme preuves.

(3) Comment créer un

professeur doit conserver des exemplaires concrets de tous les eléments mentionnes dans le dossierr, entre autres les examents, les réponses originales aux ques-tionnaires d'evaluation, les lettres du directeur et des informaties ainsi que des exemplaires de travaux d'étu-feriulaires ainsi que des exemplaires de travaux d'étu-QUATRIEME ETAPE; Consigner les preuves: Le

and the forest of the control of a substitution of a substitution

HADISTRATE LE MAPE Placer see ordiners are ond dimportance. Les énoncés du dossels apparaissent dans l'onder de la comparaisse de la control de la control

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enseignement efficace: La "liste des éléments qui peuvent lêne partie de lodosier" est guidece. Si corri-lains points necessitent des éclairétésements, la sec-nipn 4 éont des descritements des consistents de la écemples. En accordant une attention particulière s'écomples. En accordant une attention particulière à l'énoncé de la première daps, le proféssive bold à l'éconcé de la première daps, le proféssive bold à l'éconcé de la première daps, le proféssive bold à l'éconcé de la première daps, le proféssive proféssive à l'éconcé de la première de despé, le proféssive de la le proféssive de la la contra de la contra de la contra la contra

L'une des plus grandes difficultés que pose problèmes, le professeur peut Juger bon de demander l'opinion, sous couvert conficentiel, d'un constiller pédagogique ou d'un collègue en qui il a confiance avant de présenter son dossier.

bien que la processorie de processorie de consequencia de processorie de consequencia de conse ns aide, il y a des avantages à recourt au service

L'aide disponible

demands examplatics: Totalne le professent audionales (FIVE). Professent audionales (FIVE). Professent audionales especialistics (FIVE). Professent audionales especialistics de recipence et des examples et aux sections en team continues de recipence et des examples et des examples et des examples et des examples et de servicie et de la complexitation de la complex

mais ils servent de preuves au besoin.

A la fin du dossier, le professeur adoute une phrase
dans laquelle il prévise que les documents en question sont dans ses dossiers et sont disponibles sur
demande.

diants auront droit, par conséquent, à un meilleur

dossier d'enseignement

ennmeres dans la liste des éléments possibles du

of fiable, par consequent as plus grande force. Il of-fre somplesseed cut against a force in the con-facilement adaptable parrior. But a first a force in the facilement adaptable parrior. But a force is a first and set detection in the first and the fi

att and management and an analysis meeting attendance in the foreign meeting attendance on document all the processing and international control of the processing and internation on instrument unit despendence despetations for fine par les professors. Control of the processor o

cycles

The second of the seco aux études supérieures. Des distinctions comme le prix du professeur qui s'est le plus distingué ou l'élection à un à l'élaboration et à l'amélioration d'un cours. Des déclarations de collègues d'autres univer-sités au le degré de préparation des étudiants les cours dont un cours en particulier est un préalable. L'évaluation des contributions du professeur

Wheelers of the property of the constraints of the

établir des normes de distinction entre un bon rende-ment et un rendement médioere. L'expérience d'un

de l'enseignement.

ti sera plus facile de suumeitre un dussier de ce genre comme partie intégrante d'un curriculum vilae l'administration universitaire, à différents niveaus,

Depuis sa première parution en 1980, le Dossier a beaucoup attivé l'attention en Antrique du Nord et alière. L'ACPV d'arrapio et alière l'arrapio et a con l'es autours du present guide ont datribue quelles con l'es autours du present guide on datribue puisseurs indicates de des autours de l'arrapionement et Jon mentionement et Jon mentionement et Jon mentionement et des autours de des des consents per l'arrapionement et des autours de l'arrapionement et desset l'arrapionement et des autours per l'arrapionement et desset l'arrapionement et desset l'arrapionement et des autours de l'arrapionement et desset autours de l'arrapionement et des autours de l'arrapionement et d'arrapionement et d'arra

excerting coesaion de laire valori see, qualifie; Toutclois, on raque peut-eite ainsi de refer deux groupes du miversitaires, d'unt pent, eeux qui précent enn leurs, litres de foron bus eastque et dependent donnément et leur pent, eeux qui veulen innsierr sur l'enseignement et consigner leurs réalisations aux nu dessier, l'husque l'enseignement leur un plece maportaine dans les facts de praignement leur un plece maportaine dans les dessignement leur un plece maportaine dans les dessignements des lieurs que ces dernées recutilent régulations que ces dernées recutilent régulations de la que ces dernées recutilent régulations de la que ces dernées recutilent régulations de que ces dernées recutilent des que ces dernées de la que ces destinées de la les des des des des de la excellente occasion de farre valoir ses qualités.

oncesserars, es entients autoritates de contractor de la decencia de contractor de contractor de contractor de la decencia de contractor de contractor de contractor de la decencia de contractor d

mentaires sur l'enseignement pour améliorer le con-tenu des cours ou leur présentation est, dans une grande mesure, une affaire personnelle. Le dossier ment, si le dossier ne servait que ces objectifs, il ne servii pas accepté par une grande majorité. La raison repose en partie sur le fait que l'utilisation de com-Les professers à l'enseignement. Malheurense-devrait révéler leurs faiblesses et leur proposet dif-l'évalugnes méthodes de la professe et diverse-let entre de la professe de leur professes et di-cer professer et de la professer de la

DETRE EVALUE, LES PROFESSEURS ET LES ADMINISTRATEURS DO IVENT DONG SACRER DU TEMPS ET DES RESSOURCES. LEMPS ET DES RESSOURCES. indubitablement une raison d'être fondamentale des munwersités, il serait donc absurde de cre pas l'évaluer in de le rêcompenser, surfouls l'il est efficace, ou de le faire de leson pondimière. EN DAUTRES MOTS, le faire de leson pondimière. EN DAUTRES MOTS, le faire de leson pondimière.

wancer l'argument que, puisque l'enseignement est

dossier. Cependant, un sentiment genéral d'in-satisfaction semble prevaloir quant aux méthodes setuelles d'évaluation de l'ensetgement, notamment les de l'évaluation de l'ensetgement, notamment

sulficers la majorité des professeurs surtout parce qu'il leur permei de décrifer et de justifiér leurs réalisations pédagogiques lorsqu'ils est question de la promotion. Il set allificité de prédire quel emple sera lei de la promotion de la produir de la production de la promotion de la produir de la production de

Utilisation du dossier par l'administration

la paparase répetée.
Le d'autierne objectif de l'évaluation de l'ensegmetre d'autierne objectif de l'évaluation de l'ensegmement est d'aidet le étudiants à choisit leur cours.
On oblituit couvent ext renegraments à l'aide d'un outd'un ouver, se l'assilia était de la finite d'un outer se l'aidet d'un outer se l'aidet autre de la finite d'un outer se l'aidet d'un outer les réputations aument ou n'amment passilia et les canacteristiques du professeur les resultaises du professeur les leurs d'un outer le se l'aidet d'aidet d'a thatics detailles des couts ne soin pas disponibles

in paper assections of the description of the descr Le premier but de l'évaluation de l'enseignement, et en dernier ressont le plus important de la voesa-tion de l'université, est d'amètiorer l'enseignement. A cette fin, les principales caractéristiques de l'évaluation doivent conseiter à 6.8 naccombier des donnesses let et souver et non na ses seulement à la lin donnesse et et souver et non na ses seulement à la lin

3, d'inclure l'enseignement parmi les eritères it tenir compte pour les promotions et déci-stons administratives.

No évalue l'enseignement pour de nombreuses interesses.

Test tots plus importantes sont.

L' d'améliorer la qualité de l'enseignement en des points et des l'albaceses.

En fonction des points et des l'albaces de l'albaces de

qui accessione de despessiones de contractiones de contra es per pose a be assertiu is e aumono maid motificalises' bi to ayour as a sonificant and in the result and a present or quell super a motification and a motification and a present or quell super a motification and a motification and a super-traction at a motification and a motification and a pure traction at a motification and s'attendre à ce qu'un professeur participe à une évaluation fondée sur des critères inappropries ou tout simplement incomplets. Des procédures

egit is alternative to more experience of preferent control of preferent vehicles on professors. Le présent gentles les peuvent vehicles un professors de l'enfacente en official un plus large évential de preuves de l'efficientle de l'anségnéent.

Four l'instant, les propositions suivantes ne constituent que des postulais de l'anségnéent productions suivantes ne constituent que des postulais de basec, on ne doit page attituent que des postulais de basec, on ne doit page de l'anségnéent de se constituent de la production de la pr fesseur. Mis à part les questiomaires remplis par les étudiants, les administrateurs et les collègues dispo-sent rarement de données quantitaives à l'aide des sent rarement de données quantitaives à l'aire des

et qu'ils doivent se tourner vers des descriptions de cours généralement inséquales. Les cours sont pourtant modifiés et les annuaires d'évaluation préparés par les étudiants ne sont pas utiles mogremps.

normes inapproprieces on injusice.
4. Il est probable que le professeur, en tenant un chosiste de ses realisations dans l'enseignement, et que remanqueront, par conséquent, les tesponsables de la que remanqueront, par conséquent, les tesponsables de la que remanqueront, par conséquent, les tesponsables de la qualité de l'enseignement. réalisations on mailère de recherche. 2. Le prolessem est l'auteur du dossier, il lui in-combe de ghoisel les renseignements qu'il incluira et combe de ghoisel les renseignements de la 2. Lonsque la qualité de son maseignement donne lieu à des interrogations, le professeur prend l'initiative à des interrogations, le professeur prend l'initiative

de préciser quelques-uns des criteres qui serviront à le juger, ce qui permet de moins dépendre de

generales et des avantages Resumé des caractéristiques

1. Le professeur tient un dossier ce ses réalisations pédagogiques au même titre qu'un dossier sur des

préalable peuvent involontairement miir à leur cause ou à celle de leurs collégues. or circe reconstances of everaient pas luminler de griefs Les pullesseurs ne devraient pas luminler de griefs à la suite (verbantions registres de deur enseignes ment (ou sur tout autre point à cet egant) sanc con-sulter le syndicat nu l'association des printesseurs suite, il est important qu'ils conseillent la ris-suite, il est important qu'ils conseillent le science printer et montre de printer au manipagnes, à lette université et au fait offiques de griefs manipagnes, à lette université et au pays. Les pru-lesseurs qui ne conseiller par leur accession au présiable peuvent involonistrement niur à leur suive présiable peuvent involonistrement niur à leur suive présiable peuvent involonistrement niur à leur suive

billers in the combined and observations of the control of complex design and control of edures maintenant courainment utilises par les ard'enzeignement bien eunstruit et maintenu à jour geuit fer uit le de se professeur, jugent nécessaire, d'en appeler de décisients négalives au renouvellentent d'une numination, à la pruntotion, renonvellentent d'une numination, all per à la pertrantence ou au compédiement. Les pro-partier de la propriète de la compédie de la partier de la compédie de la compédie de la la pertrante de la constitue de la compédie de la maintenaire maintenaire de la constitue de la coduce maintenaire de la compédie de la la pertrante de la constitue de la constitue de la la pertrante de la constitue de la la constitue de la constitue de la constitue de la la constitue de la constitue de la constitue de la la constitue de la constitue de la constitue de la la constitue de la constitue de la la constitue de la la constitue de la constitue de la constitue de la constitue de la la constitue de la constitue de la constitue de la constitue de la la constitue de la la constitue de la constitue de la constitue de la constitue de

silie et al Deceason, les hairs fonctionables et les organismes gouvernementais conçolvent les ques-inomaries et onntiedit peut milistation ainsi que se entrevues. Ils peuvent alter jusqu'à étudier à la toupe le confront et l'organisment ou constitution des cours, c'et état de choix néclaste s'applique suntouis aux étudiants qui sont restraindre la liberté qu'ont les professeurs de réset et conques pour eux alfin de verifier leur rende-te de déterminer comment ils pour eux alfin de verifier leur rende-ment, et de déterminer comment ils pour eux ment, et de déterminer comment ils pour avent Les professents sont susceptibles d'être sur la défense quand l'onscipiement es trais en ques-qu'ils journe de de due en de partie au rôle passil en ques-qu'ils journe dans le poissessus d'évalation; les étu-dants, les comitées, les administraieurs de l'univer-sifie et, à l'occasion, les hauts fonctionaires et les vigenismes gouvernements et conçoirements est les organismes gouvernements et que consequent de ques-

leurs succes dans des domines autres de tracegne-nont et ce, même pendani leurs (unes supérieures.) Il son prometer de cassessans à l'assigemento un périrence con retracegne. Toutefois, esc ex-tancellises par les responsables leur que, dans cer-laines universités canadientes, on note un change-tancellises par les responsables leur que, dans cer-laines universités canadientes, on note un change-cous-évalue, aux dans la mesure où il contribue à cous-évalue, aux dans la marcha de la contribue à la fache du département. incord est memor bendant leurs sindes substitutions en leurs sein des substitutions et mei de leurs respectivelle en leurs sein des substitutions de leurs respectivelle et peut substitution de leurs respirations begrabelle et gleunes peut substitution de leurs respirations begrabelle et gleunes peut leur leurs peut peut leur leur leurs leur L'évaluation de l'enseignement d'un professeur s'inscrit dans l'évaluation globale, mais on ne lui ac-

présenter un meilleur travail d'enseignement out ten-dance à ne pas faire partie du curriculum vitae.

tionnaires qui sont souvent élaborés et distribués sans la participation directe du professeur vise. Les èlèments d'un choix personnel et l'occasion de

Avant d'evaluation de l'euseignement

fait autaut par fierté d'avoit accompli quelque chose que par besch de montre d'est preuves au moment de son kvaltacion. Même les professeurs qui sont pertnanents depuis plusieurs années sont habituelle-ment én mesure de présenter un e.v. à jour dans un bref délài.

International devaniment l'evaniment l'evaniment des l'antiengements universibilitée, il et des conseils d'universitée, han principal des professions d'universitée, but professions d'universitée, but professions de les professions et au regiennes et au conseils d'universitée, sont sont des professions de les professions de l'antier de l'actionnes entre de l'antière de l'actionnes entre de l'actionnes des l'actionnes des l'actionnes de l'actionnes de l'actionnes des l'actionnes de l'actionnes des l'actionnes de l'actionnes des l'actionnes de l'actionnes des l'actionnes de l'actionnes d'actionnes de l'actionnes d'actionnes de l'actionnes de l'ac

Tell un dossier sur la compétence et l'efficacité dans l'érangement n'est pas la même chose qu'en dans l'éranségment n'est pas la même chose qu'en dans l'éranségment n'est pas la même chose qu'en denn l'éranségment n'est pas le freuther où de services et l'estrées de le service de l'érande de nombreux professeurs ne consideration pas le besoin d'et chombre d'ent et en renemansement pas le besoin d'ette dynamment et en conségment n'est mobile d'ette des moraités de l'entre de l'est de l'est de l'ére de l'est de

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Il se peut que le professeur public des ouvrages et action de le professeur public des ouvrages et action. In the de professe octeur des professes ou pariole à des congres et can invité à Illre de pariole à des congres et can invité à Illre de Grand Des Congres et au invité à Illre de Grand Des Congres et au livrité à Illre de Grand Des Congres et au livrité à Illre de Grand Des Congres et au livrité à Illre de Grand Des Congres et au livrité à Illre de Grand Des Congres et au livrité à Illre de Grand Des Congres de la livrité à Illre de Grand Des Congres de Congres et au livrité à Illre de Grand Des Congres de Congres et au livrité à Illre de Grand Des Congres de Congres et au livrité à Illre de Grand Des Congres de Con

Lorsque l'administration d'une université évalue de rendenteur globale de se professeurs, elle s'attache d'ordinaire aux quarter fàchtes du professeurs: L. l'ensagementi.

echeant, les ophinors colligées à la lumiter de ques-cribant, les ophinors colligées à la lumiter de que-pérant, Pour ce faire, le professeur don compren-dre parlairement les dainnénoirs armé les tous buss principaux de l'évaluation fononcés à la section suivante lorsqu'il rédige son dossier. 12 gione an observation of the former plants of the

amelioret leurs cours ou leur eraeignement. Ces problemes peuvent se régler en partie en addant les prodecident le gene de chrestegements qu'il
doiveut acsembler et à queller fins, à leur nontret
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(I) L'évaluation du rendement des professeurs

Jossier d'enseignement

Guide de rédaction et d'utilisation

(Edition révisée, 1986)

Victor W. Sim (ACPU) Neill Neill (Guelph) Gilles G. Nadeau (Moncton) Christopher K. Knapper (Waterloo) Stephen F. Foster (Colombie-Britannique) Bruce M. Shore (McGill)

Université McGill Centre of Teaching and Learning Services Avec la collaboration des professeurs du

Traduction par Louise Caron (ACPU)

Association canadienne des professeurs d'université

Origine du dossier du professeur

section. même élément s'appliquera à plus d'une guide sera utilisé de façon sélective et qu'un

question des femmes autant que des raison de la longueur du texte, l'usage du masculin a été privilégié. Il est toutefois Pour éviter les lourdeurs de style et en

tinence et l'utilité des sections 2 et 3. téressés à connaître les réactions sur la perd'enseignement. Ils sont particulièrement inredaction et d'utilisation du dossier

trop souvent. Ils espèrent, toutefois, que le document, que certains éléments se répètent Les auteurs reconnaissent, à la lecture du

professeur. d'autres parties du curriculum vitae du A l'utilisateur: Les six sections du guide

plus importante du point de vue du peuvent en faire partie. Cette section est la rédiger un dossier et énumère les points qui La section 3 décrit la marche à suivre pour

comme partie intégrante du curriculum La section l'explique, en termes généraux, le but du dossier du professeur et son utilité

et des rapports sur l'usage du Guide de

recevoir des commentaires, des suggestions

Les auteurs souhaitent ardemment de

d'évaluation des professeurs d'université.

contribuer à l'évolution des méthodes

a été révisé dans l'espoir qu'il continue de

Publié à l'origine en 1980, ce document

bauche, le traitement, les promotions et la permanence ainsi que sur leur relation avec la manière d'utiliser les dossiers pour l'em-La section 2 conseille les administrateurs sur

que le dossier d'enseignement? 99-189'uO

fesseur met à jour périodiquement pour montrer ses réalisations cumulatives. donné dans chaque université, que le prodocument, peu importe le nom qui lui est utilisé dans tout le guide et s'applique au jour chaque année. Le terme "c.v." est mulaire standard que le professeur met à varient. Ainsi, certaines utilisent un forles soumissions annuelles des professeurs, tout au long du guide, il est reconnu que les exigences des universités, en ce qui concerne

La section 6 donne une bibliographie

tous les éléments qui peuvent en faire partie.

La section 5 présente un dossier fictif avec

des éléments qui peuvent faire partie du

La section 4 résume le contenu de la "liste

dossier"

Bien que l'on fasse référence au ''c.v." nable pour le lecteur. pas dépasser trois pages,-ce qui est raison-D'ordinaire, la longueur d'un dossier ne doit preuves concrètes reliées à l'enseignement. d'enseignement doivent l'être aussi par des déclarations consignées dans un dossier puyés par des exemples concrets (publica-tions ou données réelles de recherche), les che dans un curriculum vitae doivent être ap-Tout comme les comptes rendus de rechervitae (c.v.).

Le dossier d'enseignement contient de tions universitaires est à la recherche. publications, de subventions et de distincest à l'enseignement ce qu'une liste de d'un professeur dans son enseignement. Il réalisations et les principaux points forts Le dossier d'enseignement résume les

dossier peut s'intégrer dans un curriculum de l'enseignement d'un professeur. Un résumé des renseignements compilés pour le quer avec exactitude l'envergure et la qualité brèves descriptions qui visent à communi-

Le rapport dénoncé...1

dans leur ensemble ''un système contrôle par l'État, hautement centralisé et .très régimenté''. M. Catano a déclaré que le

M. Catano a déclaré que le rapport visait avant tout "à promouvoir le développement économique de l'Etat" et faisait primer les besoins du marché du travail sur la qualité de l'enseignement subérieur.

supérieur.
''Tout en disant de bonnes choses sur la formation libérale", la Commission a fait preuve de "vues très réac-

tionnaires au sujet des arts libéraux'', a-t-il dit. M. Catano a dit que, s'il était adopté, le rapport "autorisera le gouvernement à suivre l'exemple de la Colombie-Britannique".

Le rapport est l'aboutissement de trois années d'étude de la part de la Commission composée de trois membres. La Commission s'attire des

critiques depuis sa mise sur pied en février 1983 par le ministre de l'Éducation d'alors, M. Terry Donahoe. A l'époque, les professeurs de la Nouvelle-Écosse ont déploré les nominations faites à la Commission pour des raisons de partisanerie politique et d'inexpérience. Ils se sont aussi plaints que M. Donahoe avait passé outre aux demandes répétées de la NSCUFA que les professeurs soient au moins consultés au sujet des nominations.

La personne choisie pour présider la Commission était M. Rod MacLennan, cadre d'une société laitière de Truro (N.-E.) et militant du Parti conservateur. Les deux autres membres étaient le professeur de géologie de St. Francis Xavier William Shaw, ancien sous-ministre dans le gouvernement Buchanan, et Joan Gregson Evans, actrice

La Commission avait pour mandat d'examiner le système d'enseignement postsecon-daire de la Nouvelle-Écosse et de proposer des modifications à y apporter sous réserve de l'approbation du cabinet. Dès le début, les professeurs

d'université ont mis en cause les intentions réelles du gouvernement Buchanan en établissant alors Commission.

Selon un bulletin de la NSCUFA publié en juin 1983, "les professeurs craignaient grandement que le gouverne-ment provincial n'ait déjà fixé ses objectifs en matière d'enseignement supérieur et que les travaux des com-

missaires ne soient inutiles".

Durant de nombreuses années, avant la formation de la Commission, le gouvernement de la Nouvelle-Écosse avait passé outre aux recommandations de l'organisme désigné; la Commission de l'enseignement supérieur des provinces Maritimes, et réduit sa part du financement des établissements d'enseignement de la province. La collectivité universitaire avait le sentiment général que la Commission chercherait comment operer d'autres coupures en appor-tant des réductions aux enseignements et services universitaires.

aussi grandement que la Com-mission ne soit dominée par la philosophie du marché du travail du gouvernement et ne cherche des mécanismes et des justifications permettant un contrôle gouvernemental plus direct des universités.

Maintenant que le rapport est publié, plusieurs des craintes des professeurs étaient manifestement bien fondées.

Le rapport de la Commission royale

Le rapport insiste sur un contrôle central de l'enseignement supérieur dans la

Il recommande en particulier de creer un organisme intermédiaire provincial autonome, le Conseil de l'enseignement supérieur de la Nouvelle-Écosse. Le nouvel organisme serait doté "d'une autorité exécutive et de pouvoirs discrétionnaires quant au financement afin que la planification, la programmation et l'allocation des ressources des universités s'opèrent bien dans le cadre d'un système universitaire provincial". Les fonctions premières de

l'éventuel conseil seraient de coordonner les ressources universitaires, de déterminer les besoins en fait de financement et l'allocation de fonds publics au système et de con-seiller le ministre de l'Éducation sur les affaires universitaires.

Comme le recommande la Commission, le conseil aurait de vastes pouvoirs d'enquête et d'action exécutive en ce qui concerne les programmes universitaires existants et proposés.

Le conseil aurait pour responsabilité initiale d'établir un plan d'ensemble à long terme au sujet de l'enseignement supérieur en Nouvelle-Écosse. Le plan "constituerait la réponse du système aux questions d'enseignement universitaire dans province"

Le puissant nouvel organisme se composerait de sept membres dont au plus deux venant du secteur universitaire et au plus deux représentant le gouvernement. Un des membres non universitaires et non gouvernemen-

taux en serait président.

Une seconde série impor-tante de recommandations demande de promouvoir et de demande de promotivon et de maintenir la "qualité dans le système" et d'insister de nouveau sur les arts libéraux et les sciences. À cette fin, la Commission recommande ce

des conditions d'admission à l'université exigeant une formation scolaire dans des matières obligatoires à

l'échelon secondaire;

des études universitaires obligatoires dans le domaine des arts libéraux et des sciences à faire par l'étudiant avant de pouvoir se spécialiser dans une matière ou un enseignedans ses années

terminales; des tests d'aptitudes scolaires "pour que les étu-diants qui s'inscrivent à l'université soient bien d'un niveau de nature à promouvoir et à maintenir la qualité dans le système"

La Commission note que la Nouvelle-Écosse compte "un nombre démesurément grand d'étudiants dans ses univer-sités, soit de 30% supérieur à la moyenne canadienne par habitant." Elle attribue cela en bonne partie au grand nombre élevé d'étudiants (7,000) de l'extérieur de la pro-vince et du pays. Pour com-penser les frais de fonctionnement engagés pour l'enseigne-ment dispensé à ces étudiants, la Commission recommande que la province recoive "des fonds appropriés d'autres provinces ou du gouvernement fédéral'' et, à défaut de quoi, adopte "un genre de con-tingentement des non-

Elle recommande, en outre, que, "parce que les étudiants eux-mêmes sont les principaux bénéficiaires de leur forma-tion", les frais de scolarité soient augmentés afin que les étudiants payent la moitié du coût de leur enseignement. Le rapport, qui écarte le pro-gramme de bourses de la Nouvelle-Écosse, préconise l'établissement d'un Education Opportunity Fund destine à assurer de l'aide, sous la forme de prêts seulement, aux

étudiants nécessiteux.

Les étudiants etrangers, selon le rapport, devraient payer tous les frais d'enseignement connexes à leurs études, exception faite des étudiants des pays définis par l'Organisation de coopération et de développement économi-ques comme faisant partie des 25 pays les moins développés. Au sujet du professorat, la

Commission propose un ex-amen annuel du rendement et un examen plus complet à l'occasion du renouvellement du contrat et de la délibération relative à la permanence ou à la promotion. Un examen défavorable donnerait lieu à des mesures disciplinaires. Elle propose aussi que soient obligatoirement suivis des cours sur des méthodes d'enseignement efficaces.

Réponse de l'ACPU

Dans sa réponse qui sera présentée au gouvernement de la Nouvelle-Écosse, l'ACPU déclare que le rapport est "défaitiste" et "imprégné d'une fausse nostalgie du

Le rapport "accepte la fiction selon laquelle les gouvernements n'ont pas plus d'argent à consacrer aux universités''. ''Que le gouvernement décide d'affecter deux milliards de plus aux universités ou à la aux universités ou a la rescousse de banques en faillite'' est, affaire de priorités, dit l'ACPU. L'Association qualifie les recommandations de la Com-

mission de "bureaucratiques à l'extrême". À son avis, le rap-port constitue "essentiellement une composition très coûteuse qui énonce des vues

gratuites . . . qui ne reposent sur aucune documentation''. L'ACPU cogne dur sur toutes les principales recom-

mandations du rapport. L'éventuel Conseil de l'enseignement supérieur est "une monstruosité bureau-cratique."

La perfection sera imposée par un conseil tout-puissant et hautement centralisé dont les membres seront tous nommes par le parti politique au pouvoir. Au moment même où il est question de déréglementation, les commissaires proposent pour les universités de la province l'environnement le plus réglementé possible." Selon l'ACPU, l'éventuel

conseil deviendra, en fait, le Ministère de l'Enseignement supérieur de la Nouvelle-Écosse. Tout "en étant doté d'énormes pouvoirs" sur les universités, le conseil "n'aura pas à rendre compte au corps législatif ni à la population de la Nouvelle Écosse' la Nouvelle-Écosse''. L'ACPU affirme, en outre,

que les diverses propositions de la Commission préconisant des conditions d'admission plus rigides, de fortes augmen-tations des frais de scolarité, une procédure comptable in-terprovinciale à l'égard des étudiants de l'extérieur de la province et une réduction du nombre d'étudiants étrangers s'inscrivent toutes dans une stratégie générale de restriction de l'accès à l'université et de réduction de la taille des universités.

L'Association conteste le postulat de la Commission selon lequel le public appuierait une stratégie de réductions parce qu'il croit que la qualité a décliné. Faisant état

d'un récent sondage d'opinion de l'Université Dalhousie et d'autres sondages d'opinion menés dans tout le pays, l'Association affirme que tout indique le contraire.

L'ACPU se réjouit du désir qu'a exprime la Commission d'assurer une place centrale aux arts libéraux et aux sciences fondamentales dans tous les programmes d'études universitaires qui préparent à

Elle signale, cependant, le désaccord qui existe entre les préoccupations de la Commission à cet égard et la façon dont elle entend procéder. Son approche ''bornée'' et ''autoritaire'' est ''en conflit avec le principe de la libre enquête qui est à la racine des arts libéraux et des sciences fondamentales", dit l'Associ-

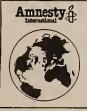
Au sujet des critiques de la Commission à l'endroit du professorat, l'ACPU qualifie

de particulièrement hypocrite la section du rapport où elles sont exprimées. "Cette section vise à justifier les coupures apvise à justifier les coupures ap-portées au nombre de pro-fesseurs afin de réduire la taille, le coût et l'étendue du sang neuf."

L'ACPU dit que la Com-mission "semble avoir décide sans enquête ni procès que plusieurs centaines de pro-

plusieurs centaines de pro-fesseurs doivent être renvoyés pour incompétence". Pareille attaque est scandaleuse et injustifiée.

"Ce genre de généralisation au sujet des professeurs va de pair avec celles des gens qui disent que tous les politiciens sont des escrocs, que tous les fonctionnaires sont des universitaires ratés, que tous les gens des médias sont des mercenaires et que tous les commissaires royaux ne songent qu'à leur propre pro-



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BUREAU.....1

tion des cotisations. En outre, on établira, au su-jet des cotisations, d'autres propositions qui tiennent compte, entre autres choses, des économies d'échelle et du degré auquel les associations locales et provinciales assurent des services aux membres. L'ACPU continue de faire

face aux défis que posent le sous-financement de l'enseignement postsecondaire et la défense des droits des membres de la collectivité membres de la collectivité universitaire. Les décisions du Conseil seront cruciales pour ce qui est de déterminer l'ap-titude de l'Association à répondre efficacement à ces questions et à d'autres dans les prochaines années.

Le Conseil doit aussi se pencher sur les questions suivantes: la politique provisoire concernant la retraite obligatoire; la déclaration sur les frais de scolarité et l'aide aux étudiants; la politique de désinvestissement en Afrique du Sud; et la nomination de plusieurs membres honoraires vie à l'occasion du 35e anniversaire de l'ACPU.

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nouveau à la réunion du Conseil. Le Bureau de direction a approuve une proposition de la NSCUFA visant à assurer la garde des enfants à compter de la réunion de 1986 du Conseil, si possible. Le Bureau étudiera une politique à soumettre au Conseil dans le but de la maintenir pour les prochaines

garde d'enfants constituera du

Outre la préparation de la reunion du Conseil, le Bureau de direction a discuté un cer-tain nombre d'autres questions à sa dernière réunion:

- l'approbation, pour diffusion immédiate, d'une réponse au Rapport de la Commission royale d'en-quête sur l'enseignement postsecondaire de Nouvelle-Écosse.
- la réaffirmation de la position de l'ACPU sur la réduction des sommes fédérales versées au financement de la recher-che et au Financement des programmes établis (FPE). Le Bureau a aussi demandé aux gouvernements provin ciaux d'augmenter leur soutien financier des universités et a autorisé la tenue d'une réunion des associations provinciales sur une stratégie de lobbying.

Le Bureau a aussi adoptė des mesures dans diverses autres domaines. Ainsi, par exemple, il a décidé d'aider financièrement l'association des professeurs de l'OISE à lutter contre le transfert proposé par le gouvernement d'Ontario de l'OISE à l'Université de Toronto; il a aussi décidé de soutenir financièrement les efforts menés par la NSCUFA pour dissuader le gouvernement de la Nouvelle-Écosse d'adopter les recommandations de la Commission royale d'enquête sur l'enseignement postsecon-daire. Les membres du Bureau ont adopté une résolution demandant que les membres de l'ACPU évitent si possible d'utiliser les Pacific Western Airlines jusqu'au règlement du conflit avec les agents de bord. Le Bureau a déploré l'usage fait de la disposition de "dérogation" pour priver les employés du gouvernement de la Saskatchewan de leurs droits en vertu de la Charte.

REPORT 9

undertaken by Dalhousie University and other polls across Canada, the Associa-tion asserts that all the evidence points to the reverse

The CAUT welcomes the stated desire of the Commission to ensure a central place for the liberal arts and basic sciences in all university degree programs. However, it points to the discrepancy between the Commission's concern in this area and the way it proposes to proceed. Its "narrow" and 'authoritarian' approach are "in conflict with the values of free inquiry, which are at the root of the liberal arts and basic sciences," the Association says.

Turning to the Commis-sion's strictures on the pro-fessoriate, the CAUT terms this section of the report par-ticularly hypocritical. "The purpose of the section is to justify cuts in faculty in order to reduce the size, cost, and scope of the system and bring in new blood."

The CAUT says the Commission "appears to have decided without investigation or trial that several hundred "appears to have faculty should be fired for incompetence. Such an attack is scandalous and unwarranted.

"This type of generalization of faculty is on a par with those of people who say that all politicians are crooks, all civil servants failed academics, all the media are hacks, and all royal commissioners are on the gravy train."

BOARD 1

representation according to number of members which could include a maximum to limit the influence of and contributions by any single association;

- amendments to the By-laws which would call for weighted voting on all resolutions involving the raising of revenue and the expenditure of funds; and
- a balanced budget for 1986-87 with no increase in the mill rate.

In addition, alternative fee proposals will be prepared that take into consideration, among other things, economies of scale and the degree to which members' services are provided by local and provincial associations.

The CAUT continues to face the challenges of underfunding of post-secondary education and the defense of rights for members of the academic community. The decisions taken by Council will be crucial in determining the Association's ability to res-pond effectively to these and other issues in the years ahead.

Other items for Council action include the interim mandatory retirement policy,

policy statement on student fees and aid, a divestment policy for South Africa, and the awarding of several honourary life memberships in recognition of the 35th an-niversary of CAUT.

A new feature at Council A new reature at Council will be the provision of childcare services. A proposal by NSCUFA to provide childcare beginning with the 1986 Council, if possible, was endorsed by the Board. The Poord will be considering. Board will be considering a policy to put forward to Council for continuing this policy in future years.

In addition to preparation for Council, there were a number of other issues discussed by the Board at its latest meeting.

- approval of a response to the Report of the Nova Scotia Royal Commission on Post-Secondary Educa-tion for immediate release.
- □ re-affirmation of CAUT's position on the reduction of federal monies for research funding and Established Programs Financing (EPF). The Board also called on the provincial governments to increase their support for universities and authorized a meeting of provincial associations to discuss lobbying strategy.

Along with these initiatives, the Board undertook actions in a variety of other areas. For example, it has pledged finan-cial support to help the facul-ty association at OISE fight the Ontario government's pro-posed transfer of OISE to the University of Toronto. It also pledged financial support to NSCUFA's efforts to dissuade the N.S. government from adopting as policy the recom-mendations of the NS Royal Commission on post-secondary education. The members of the Board passed a motion requesting that CAUT members avoid using Pacific Western Airlines, wherever possible until its dispute with the flight attendants is resolved. As well, the Board expressed grave con-cern over the use of the "not-withstanding" clause to deprive employees of the Saskatchewan government of their rights under the Charter.

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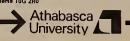
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CAUT protests cutbacks in federal transfers

by Richard Bellaire CAUT Staff

The government has finally introduced its proposed legislation to cut the federal transfers to the provinces under the Established Programs Financing (EPF) Act. The legislation covers transfers for three programs: hospitalization, medicare and postsecondary education. These transfers amounted to some \$15 billion for fiscal year

The legislation calls for 2% to be cut from the escalator formula used in the EPF act. This will result in a "savings" to the federal government of some \$5.5 billion over the next live years. In other words, the transfers to the provinces will be \$5,500,000,000 less than

be \$5,500,000,000 less than what they would have been with no change.

CAUT has protested this action (the outline of which had been announced in the huddet of Mar (1985) as budget of May (985) as

misguided. It says it will do nothing to solve the real problem of higher education, which is the continued underfunding by governments

Previous governments have already used EPF as a means of cutting expenditures. In 1982 the Liberal government terminated the Revenue Guarantee Program which was attached to EPF. This cost the provinces some one cost the provinces some one billion dollars per year in decreased revenue, the 1983-84 and f984-85, the transfers for postsecondary education (and only postsecondary education, not health) were limited by the 6%/5% policy of the federal government. This decreased transfers by a cumulative total of \$360,000,000 for the two

CAUT is calling on the federal government not to proceed with this legislation. It is calling on the provinces to enter meaningful negotiations with the federal government

on the problems of higher education. Finally CAUT is calling for a first minister's meeting to be confined solely to the question of higher education and research.

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